



COLLECTIVE LEADERSHIP Works

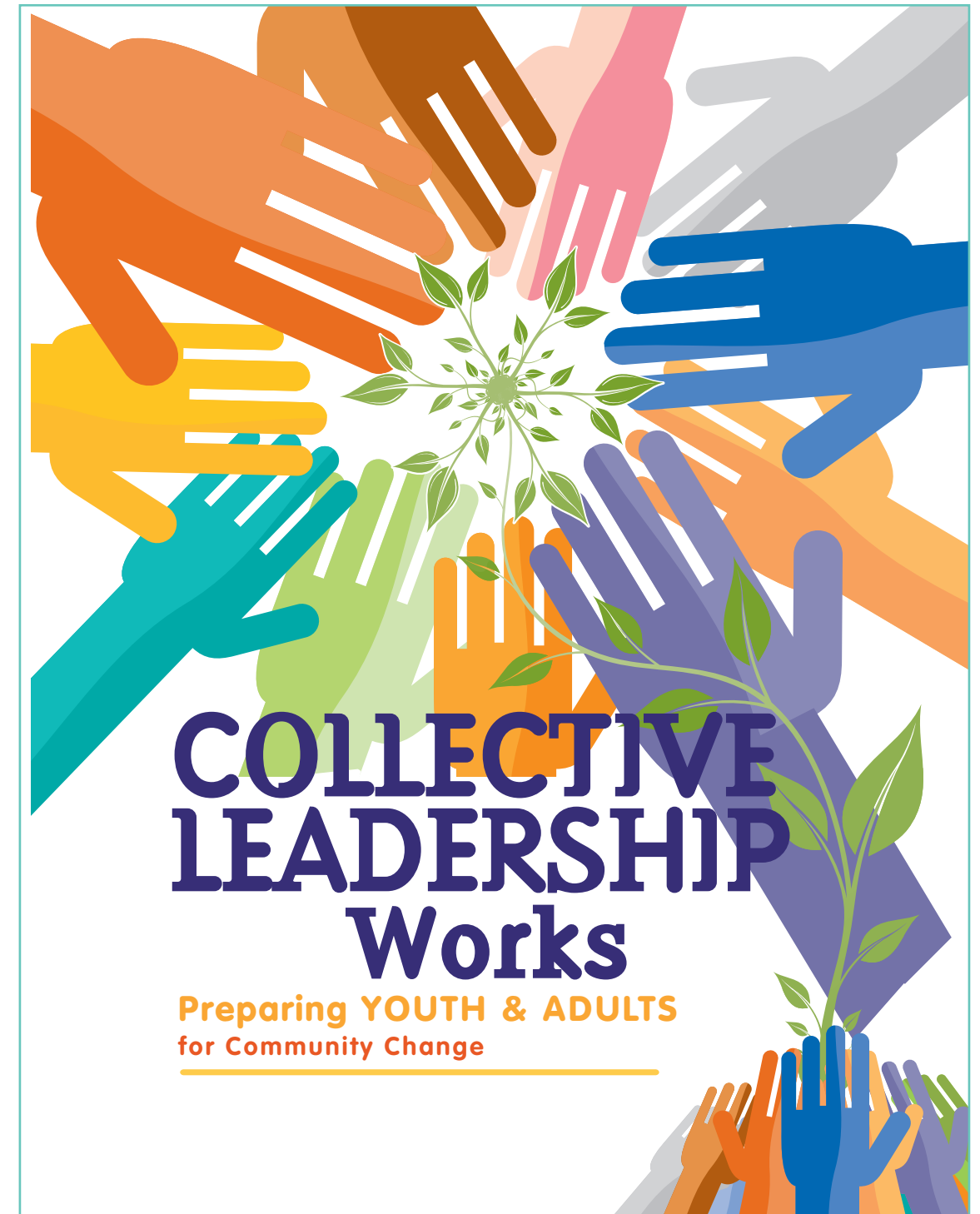
Preparing **YOUTH & ADULTS**
for Community Change



INNOVATION CENTER
for community & youth development



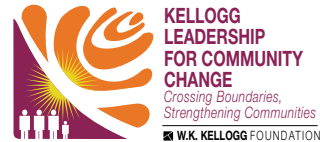
**KELLOGG LEADERSHIP
FOR COMMUNITY CHANGE**
Creating Economic, Strengthening Communities





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The **Innovation Center for Community and Youth Development** works to unleash the potential of youth, adults, organizations and communities to engage together in creating a just and equitable society. We connect thinkers and leaders of all ages to develop fresh ideas, forge new partnerships, and design strategies that engage young people and their communities. We turn theoretical knowledge into practical know-how that advances the field of youth development and promotes social change. The Innovation Center for Community and Youth Development is an independent nonprofit 501(c)(3) organization.



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Since 2002, **Kellogg Leadership for Community Change** (KLCC) has helped communities across the country explore the potential of collective leadership to reshape their futures. In that time, hundreds of residents in 11 communities from around the country have learned to share the mantle of leadership across traditional boundaries such as race, gender, culture and class. Empowered by their new relationships and new ways of functioning as community leaders, KLCC fellows are developing solutions to difficult local problems and charting new paths for their communities in the 21st century.

The Innovation Center for Community and Youth Development and the Center for Ethical Leadership (www.ethicalleadership.org) coordinated the Kellogg Leadership for Community Change Program phase II focusing on “valuing and building youth-adult partnerships to advance just communities.”

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Contents



Introduction	1
Section 1: Building a Team	5
Part 1: Who Should Participate?	6
Activity: Mapping the Sectors of Involvement	
Tips: How to Build Trust Across Systems and Organizations	
Activity: Creating Your Circle of Shared Leadership	
Part 2: How to Recruit Social-Change Agents	18
Tips: Recruiting Members for Your Social-Change Group	
Sample Lists and Forms for the Recruitment Process	
Recruiting Coaches	
Recruiting Evaluators	
Issues Involved with Family Members on Teams	
Transitions in the Organizing Team	
Section 2: Youth-Adult Partnership Skills	29
Part 1: Skills for Strong Partnerships	30
Activity: What were you like at 15 years old?	
Activity: Perceptions of Power	
Activity: Defining “Youth” and “Adult”	
Part 2: Getting Your Message Across	37
The PowerPoint Presentation: Not So Boring After All	
Video Documentary Skills: Benton Harbor	
The Y.A.P. (Youth-Adult Partnership) Rap	
Section 3: Knowing Community and Place	41
Part 1: Visualizing Your Community’s History and Assets	42
Activity: Basic History Wall Exercise	
Activity: Basic Gridding Exercise	
Part 2: Sharing Your Community’s Story	66
KLCC II Sites and Digital Storytelling	
Digital Storytelling Resources: Llano Grande Center for Research and Development	
Section 4: Creating Ways to Come Together	67
Part 1: The Gift of Gracious Space	68
Activity: Defining Gracious Space	
Activity: Realizing Gracious Space	
Tip: How to Create Gracious Space in Which Youth and Adults are Valued	
Activity: Circles as a Way to Create Gracious Space	
Activity: World Café	

Introduction

Part 2: Coming Together to Overcome Differences	85
Activity: Charting Decision-Making and Power Sharing	
Activity: Establishing a Decision-Making Protocol	
Section 5: Individual Leadership and Relationship Development	93
Part 1: Simple “Getting to Know One Another” Activities	94
Tips: How to Host Successful Community Dinners	
Activity: One-on-One Interviews	
Activity: Head, Heart, and Feet Energizers	
Activity: Surveying with Marbles	
Activity: Six Degrees of Separation	
Activity: Appreciation Wall	
Activity: Comparisons	
Activity: Color Our World with Inspirations	
Part 2: Deeper Activities	111
Activity: River of Life	
Activity: What are your core values?	
Activity: Defining Respect	
Activity: Building Deeper Relationships with the Johari Window	
Activity: Poster Exercise for Individual Goal Setting	
Activity: Charting Individual Connections	
Activities: Appreciating and Recognizing Individuals	
Activity: The Block Game	
More Short Activities to Explore Each Person’s Gifts	
Section 6: Planning for Action	137
Part 1: Determining the Group’s Focus	140
Activity: Rock Activity for Community Change	
Checklist for Choosing an Issue	
Activity: Using the Fishbone Diagram to Generate Action Plans	
Part 2: Staying Connected	149
Online Groups, Social Networking Sites, and Twitter	
Tips: Using Online Forums	
Section 7: Keeping Healthy: Strategies for Reflection and Learning	151
Part 1: Simple Strategies to Stay Healthy	153
Activity: What’s Up?	
Activity: Teaching and Learning Growth Planning	
The Roca Medicine Wheel & the Medicine Wheel Reflection Tool	
Activity: Making Faces	
Reminder: Make Time for Fun!	
Part 2: Deeper Evaluative Strategies for Staying Healthy	160
Activity: Most Significant Change	
Activity: Photovoices	
Section 8: Spreading the Word	181
Part 1: Sharing Stories and Introducing Your Community to Others	182
Part 2: Planning a Gathering of Community-based Organizations	183
Part 3: Creating a Communications Plan	184
Feedback	185

What is KLCC?

In 2002, the W.K. Kellogg Foundation launched the Kellogg Leadership for Community Change (KLCC) initiative. Its goal was to help communities across the country explore the potential for collective leadership to reshape their futures. The first of two of KLCC sessions, mobilizing participants around the theme of Strengthening Public Will and Action Toward Quality Teaching and Learning, engaged six communities and more than 125 participants to great successes. This tool kit draws on the experiences of KLCC Session II: Valuing and Building Youth-Adult Partnerships to Advance Just Communities. From the spring of 2005 through the fall of 2007, youth and adults in organizations in five communities – the Lummi CEDAR Project, Lummi Nation of Bellingham, Washington; Boys and Girls Club of Benton Harbor, Michigan; Big Creek People in Action, McDowell County, West Virginia; Mi Casa Resource Center, Denver, Colorado; and Roca, Chelsea, Massachusetts – worked together and forged relationships among themselves and with their communities. These relationships enabled the groups to advance the common good and discover new pathways for youth to serve as effective agents for social change.

The Innovation Center for Community and Youth Development, a nonprofit organization devoted to unleashing the potential of youth and adults in creating community-change, and the Center for Ethical Leadership, a nonprofit organization devoted to developing core values-based leadership to advance the common good, served as the Coordinating Organization for KLCC II and provided assistance and training throughout the initiative. As the initial stage of the KLCC II drew to a close, we at the Innovation Center reflected on our experiences serving these community groups. The lessons, we felt, were so profound and helpful that we wanted to share them. What we have learned together – the practical knowledge, relative successes, and failures – is collected for you in this tool kit.

What is collective leadership?

Ultimately, the resources in this tool kit are intended to help you build readiness for collective leadership. Both sessions of KLCC placed collective leadership as the cornerstone of their efforts, and we have found it to be the most effective and positive way to affect real, sustainable community change. But what exactly is “collective leadership”?

Because the field is still emerging, there is no single, common definition. Rather, we have come to understand it by its hallmark: Collective leadership has the unique ability to unite human, cultural, and technological resources so that local people come together to improve their communities for a common wellbeing. It is most often motivated by a sincere love of place – the leaders’ community – and relationships formed around that love of place enable leaders to share their vision of and work toward a common dream.

In short, collective leadership transfers the focus from the “I” to the “we.” In a group united by a shared purpose across differences of age, race, and gender, leaders affect the kind of change that benefits their community as a whole.

For more on collective leadership, see **The Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change** on the KLCC web-site at: www.klccleadership.org

Why are youth-adult partnerships critical?

Youth-adult partnerships play a critical part in collective leadership. They bring youth and adults together with a shared context in which participants learn, work, listen, and dream without regard for differences in age. The result is an alliance stronger than any of its separate components. The voice of youth gives adults a critical perspective and a source of creative energy for all sorts of issues. Adults bring to young people important experience and connections that help them transform their ideas into meaningful actions. Each component of this interdependent partnership is critical to the success of the other.

Why focus on building readiness?

In any process of community change, there are generally four stages of work: building readiness, visioning and planning, implementation, and change and sustainability. Although certain steps pave the way for others (visioning and planning, for example, make implementation much more effective and efficient), it's not necessary that you follow these steps in a linear fashion. Each group's situation is unique; think about and apply these steps as they best pertain to your circumstances.

This tool kit focuses on building readiness for community change, which was the focus of the work of the KLCC II sites during the first 2 years of the program. This stage is all about building relationships. From these relationships comes an understanding of your team's strengths and assets and ways to cross boundaries through your work. We've found that building readiness provides the best foundation for future success in community change.

How do I use this tool kit?

The contents of this tool kit derive from the work of the KLCC II communities and the national team that worked together for 2 years to move leadership and social justice forward in the five sites. The tool kit is intended to give you concrete tips and practical activities that you can apply in forming and strengthening a community-change group and its work.

The tool kit addresses the following topics:

- Forming your social-change group;
- Setting a solid foundation for strong youth-adult partnerships;
- Knowing your community;
- Coming together in creative ways;
- Developing relationships, both individual and group;
- Planning your course of action;
- Sustaining your group and its work, and;
- Spreading the word about your group.

Groups that have an interest in all of these topics may opt to work through the tool kit from beginning to end. Other groups may want to focus on just one or two topics. Either approach is fine; choose what works best for you.

The tool kit's activities, tips, and handouts, based on experience, could be adapted for the classroom or for more structured learning environments. Concrete links to community experience, like those included in this tool kit, will enrich the learning experience many times over.

Who should use this tool kit?

This tool kit is designed to be used by youth and adults who are interested in creating, leading, facilitating, or participating in asset-based community development, community building, or social justice efforts – basically, anyone who is interested in bringing about positive change in a community. This might include, but certainly isn't limited to:

- Young leaders;
- Youth workers;
- Leaders of non-profit organizations;
- Community organizers;
- Government officials;
- Managers of social services; and
- Teachers.

The lessons distilled in this tool kit can benefit groups at any stage of development. If your group is at the building readiness stage, the tool kit can teach you to engage others; if your group is past the building readiness stage, it can help you strengthen existing relationships.

Building a Team:

ROLES AND RECRUITING FOR SOCIAL CHANGE

Successful recruiting manifests itself in different ways, depending on the community in which you work. The Mi Casa Resource Center in Denver learned this lesson early. Before Mi Casa was the organization it is today, a small community of people in Denver had a vision for a group that would incorporate youth and adults in a partnership for community change and designed their recruitment strategies accordingly. To recruit youth, the organizers created flyers about their program with messages and graphics tailored to the areas where the flyers were posted. The organizers also visited schools and other youth facilities to tell young people about their new group. To recruit adults, they relied more heavily on the Internet to contact local organizations and activist groups and asked colleagues to recommend participants.

Interviews were the next step and enabled the organizers to make personal contact with potential participants. They opted for personal interviews rather than a group meeting because they found that dealing with potential participants on an individual basis was the most efficient approach. Interviews yielded a stronger sense of the applicant and allowed the organizers to recruit applicants not typically seen as leaders. Interviews also communicated to the potential participants the importance of the project and the strength of Mi Casa's interest in them as individuals. The approach used by the Mi Casa organizers may be useful in your recruiting process.

Part 1: Who Should Participate?

Communities are composed of people who get together through small groups and organizations for a common reason. Some people might gather for economic reasons and create a small business; others who love to play a certain sport might form a club or team. In forming your own group for community change, you must consider who should participate and how participants will share leadership roles. Thinking about existing groups within your community and the different facets of leadership is a good way to begin this process.

This section’s tips and activities are designed to help you identify who should participate in your group, define the leadership roles participants may take once they become a part of your group, and reflect on a group that you’re already working with to see which people from new or underrepresented sectors might be helpful.

ACTIVITY: MAPPING THE SECTORS OF INVOLVEMENT

One way to think about sources from which your group might recruit is to cluster them by sector. Each sector represents people who might participate in your group and work for community change.

OVERVIEW

This activity is designed to produce a picture of the people and organizations involved in community work and the type and level of their involvement.

OBJECTIVES

- To identify the primary sectors that represent the people and groups in the community
- To examine the level of involvement of people and groups in your work
- To inform the direction for building relationships and involvement

TIME REQUIRED

Approximately 1 hour

SUPPLIES

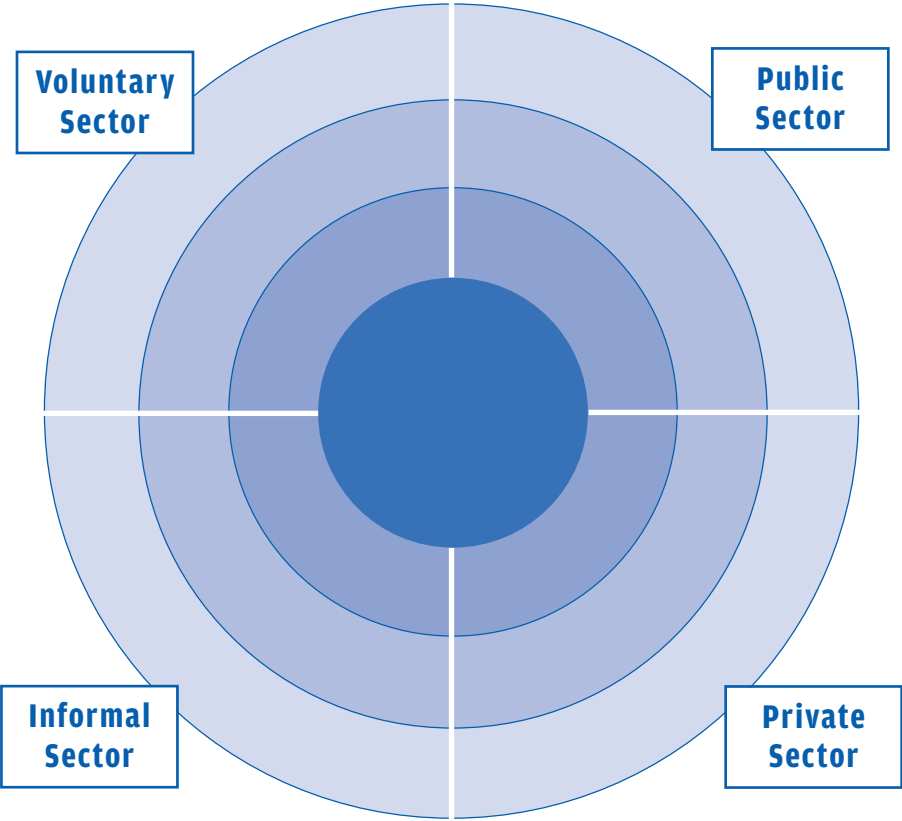
You will need a “sticky wall” for this activity – a large piece of ripstop nylon fabric (ours is approximately 7 feet wide X 5 feet high) coated with adhesive spray. Sticky wall kits are available through the Institute of Cultural Affairs, at www.ica-usa.org, or you can make your own. Ripstop fabric is available at any fabric store; you can buy artist’s adhesive spray at most office supply stores. If you’re having trouble finding either of those supplies, you can always use spray adhesive on butcher paper rather than the nylon fabric; you can also forgo the adhesive spray entirely and use large Post-it notes on butcher paper or flip chart sheets taped together. Using pieces of tape, divide the sticky wall into labeled sections that represent the sectors of the community, as identified in Step 1 of the five-step process shown below. You will also need a flip chart, markers to write on the flip chart paper, Post-it notes, and [Handout 1A](#) and [Handout 1B](#).

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	15 minutes	<p>Tell the group, “Looking at human resources is a complex task. This activity was designed to provide a simple way of examining the people and groups in the community and how they can become a part of our work.”</p> <p>Ask group members to think about some of the organizations and groups in their community and write the names on flip chart paper. Urge the group to think broadly – not just of organizations or groups that have buildings attached to them.</p> <p>Introduce the framework for sectors of involvement. Talk about each of the sectors on Handout 1A. Briefly discuss the unique strengths and challenges that each sector brings. Discuss the areas where the different sectors overlap.</p> <p>Go back to the flip chart and think about where some of the organizations fit in. Important: Ask whether any sectors might be missing. Some communities have identified or split the four-sector framework, creating up to seven sectors that best captured what was going on in their communities.</p> <p>Explain that “for the next 10 minutes, we are going to focus on the organizations and individuals that exist in each sector and examine our group’s relationship with them. This will help us develop a clear picture of how we should move forward in building involvement in our work. At the end of this activity, we will have a plan for identifying all the key people to _____ (fill in task – e.g., “invite to our event”).</p>	<p>Flip chart paper</p> <p>Handout 1A</p>
Step 2: Brainstorming	10 min	<p>Give each participant a stack of Post-it notes. Ask everyone to think of at least one person or organization in each sector and write the name on a note.</p> <p>If you want to highlight the young people you’re connecting with, ask people to write names of youth on a different color of Post-it note.</p>	<p>Post-it notes</p>
Step 3: Filling in the resource map	15 min	<p>Ask all participants to go to the sticky wall and attach their Post-it notes in the category where they fit. After all the notes are posted, read the sections one by one. After you read each section, ask people to write on Post-it notes any additional people or organizations they think should be included.</p> <p>Introduce the levels of the circle from core team in the inner circle to the potential supporters in the outer circle. Ask the group to look at all the Post-it notes and organize them on the wall that way – with close-in people in the center of the wall and less involved people on the outside parts of the wall.</p>	<p>Sticky wall set up as indicated above</p>

continued next page

WHAT	TIME	HOW	MATERIALS
Step 3 adaptation (optional)	25 min.	<p>Ask the group to think about what's important about a specific person. Use Handout 1B to describe roles that people play.</p> <p>Ask the group members to return to their Post-it notes on the sticky wall and write LEVER, SYMBOL, DOER, or OTHER on the note.</p> <p>When they've finished, ask additional questions to examine which role is most highly represented in which sectors, and then discuss the implications of this for your group's work.</p>	Handout 1B
Step 4: Reflecting	10 min	<p>Ask a series of discussion questions:</p> <ul style="list-style-type: none">■ Which sectors are most full?■ In which sectors are there gaps?■ Where are youth most and least represented?■ How could some of the people who are in the "informed" category be made into direct supporters?■ What could you do to improve representation in the various sectors?	
Step 5: Planning	15 min	<p>Make a plan for contacting and connecting with the people you identified. Assign teams to sectors or to individual people and organizations. Make sure that your plan is documented.</p>	

HANDOUT 1A: THE RESOURCE MAP



Here is a description of each sector:

Private Sector: Groups and organizations in this sector are created and supported by private citizens, usually for economic gain. Typically, these are businesses in your community; however, they may also include newspapers, radio stations, and other media.

Public Sector: The public (i.e., local, state, and federal government) supports groups and organizations in this sector. Private-sector organizations include schools, libraries, local government, and Cooperative Extension and other social service agencies.

Voluntary Sector: Run on a voluntary basis, groups and organizations in this sector include non-profit groups, such as Boys and Girls Clubs, and religious groups.

Informal Sector: Groups in this sector are not directly affiliated with an organization or government. Examples include softball teams, card clubs, women’s groups, clans, and kinship groups.

HANDOUT 1B: TYPES OF INVOLVEMENT AND ROLES IN THE RESOURCE MAP

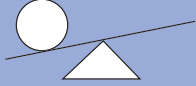


Types of Involvement

Core team members: People and organizations that participate in your group and regularly attend meetings.

Team’s direct supporters: People and organizations that don’t come to all the meetings (or even most of them) but would support the team by contributing to special events or influencing other community members.

Informed of team’s work: People and organizations that haven’t supported the team in any way yet but know what the team is doing and planning and could be brought in as supporters.

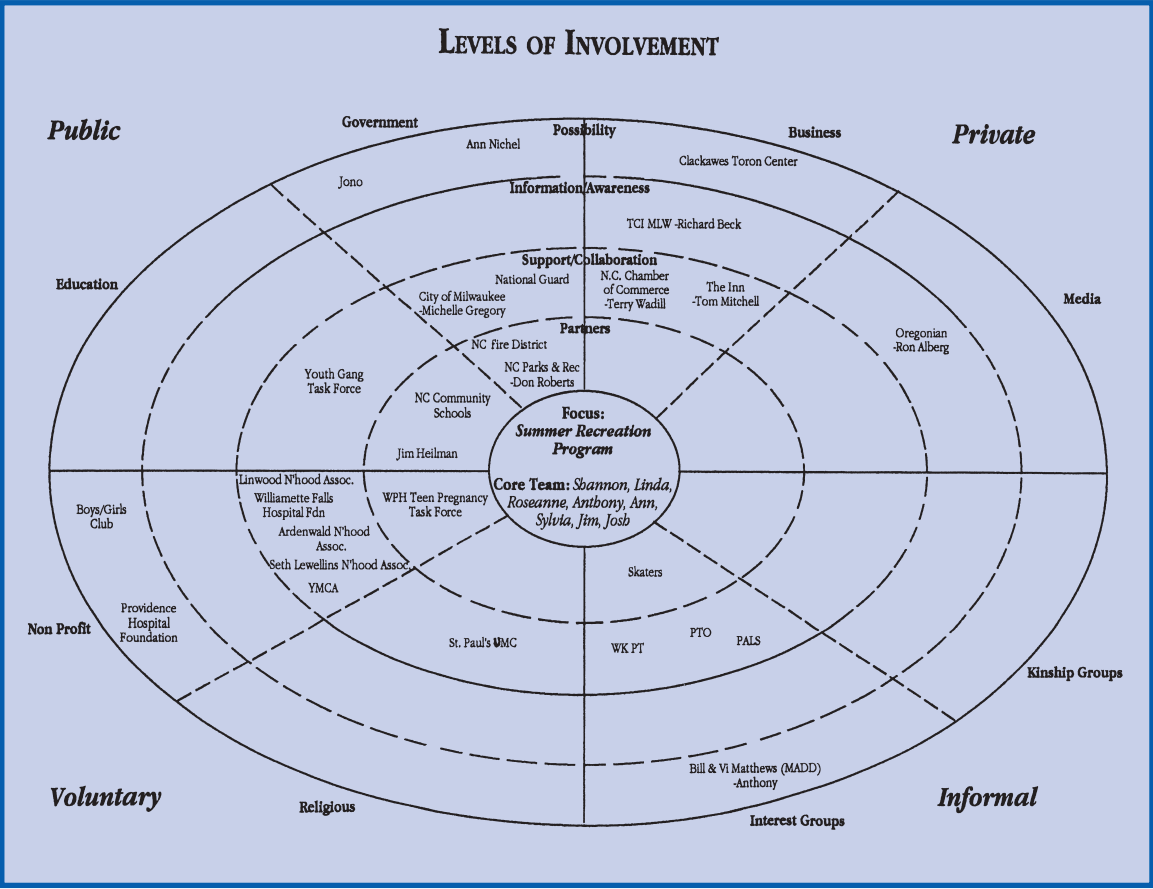
Roles and Relations

LEVER		If this person or group is involved, we will get access to other people or resources or get other people to come.
SYMBOL		If this person or group is involved, it will send a special message to others.
DOER		This person or group will jump right in and help us get the work done.

Handout 1B

DOCUMENTING THE RESOURCE MAP

Below is an example of a completed resource map from a community group. Notice how full some of the sectors are and how empty others are.



USING AND REUSING THE RESOURCE MAP

Step 5 in creating a resource map is to make a plan for contacting and connecting with the people and organizations you identified in the various sectors. This step puts the resource map into action and can help organize your efforts to gain support for your work. It should not be the final step, however. Here are some additional ways you can use and reuse your resource map:

- If you created your resource map during the building readiness phase, you can use it during later phases to see how far you’ve come in involving people from various sectors and shifting some potential supporters to real supporters or team members. As your group’s work gets fully under way, create a new resource map. Reflecting on the differences and similarities between the old and new versions of your resource maps will help you identify areas where you have made progress or are stuck.
- If you created a resource map as a way to recruit people to a specific activity, you might want to think about making a new resource map for other activities.
- If your resource map was created as a way to look at the people and organizations that are generally connected to your group, you might want to make a new resource map for a specific activity.

TIPS: HOW TO BUILD TRUST ACROSS SYSTEMS AND ORGANIZATIONS

The essence of collective leadership is crossing boundaries. Significant boundaries that many KLCC II sites encountered were those that exist between organizations. Different types of organizations have different goals, ways of working, cultures, and values. These differences mean that working together can bring tension, suspicion, and misunderstanding along with the power of shared interests.

Here are some tips to keep in mind as you begin, or continue, to strengthen your cross-organizational working relationships:

- Organizations have different calendars and timelines. Be aware of these differences (e.g., different busy and slow seasons or standard working hours) and ask about them up front so that you can involve everyone more effectively. Different calendars, however, can also bring new opportunities. For example, an organization that does home visits in a certain season may have the time in its off-season to tag along on some outreach efforts for your social-change group.
- Organizations have different decision-making patterns and requirements. Some may need an executive to sign off on even small matters; others will be able to move quickly and less bureaucratically.
- The history of previous working relationships between organizations can teach you a lot. When you are trying to build or strengthen your own relationships with other organizations, ask about the history of their relationships and what went poorly or well.
- Organizations have different cultures (i.e., patterns or values that influence all aspects of their operations, from communications to celebrations). Sometimes organizations are not conscious of their culture, so you'll need to observe closely and ask thoughtful questions of your partners to understand how they do things or perceive events.
- Stereotypes exist about organizations as well as groups of people. Often these stereotypes are true, but they can also often be misleading (i.e., "All businesses care about is money," or "non-profits don't care about the bottom line."). Take the time to understand what motivates individuals in an organization and what they truly care about in their community.

ACTIVITY: CREATING YOUR CIRCLE OF SHARED LEADERSHIP

When you think about who should participate in your group, you must also consider the participants' skills and interests and how these assets translate into leadership for your group. Some participants may be organizers and schedulers, some may be strong communicators and public speakers, and some may be best at researching and studying. Once you understand the strengths of these participants you'll be able to evaluate your group's weaknesses and work to overcome them.

OVERVIEW

This activity allows a team to self-evaluate by using the circle of shared leadership to examine its strengths and gaps in skills, knowledge and experience.

OBJECTIVES

- To build awareness of the skills and interests of the members of your group
- To understand the concept of shared leadership
- To understand the preferences, strengths, and gaps in the team

TIME REQUIRED

Approximately 1 hour

SUPPLIES

You'll need a sticky wall that's divided with tape into four sections marked with the names of the four elements of shared leadership. See **Mapping the Sectors of Involvement** activity on page 5 for instructions on how to obtain or create a sticky wall. You'll also need copies of **Handout 1C** and **Handout 1D** for all participants.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min.	Say, "Our team is composed of diverse people with diverse interests and skills. We'll spend the next hour doing an activity that will help us more closely examine what these are so that we can get a better picture of our team's strengths and weaknesses."	
Step 2: Creating a skills and interests inventory	20 min 10 min	Use the inventory on Handout 1C . Urge people to use the blank spaces. After people have completed both sections of the inventory, ask them to circle five interests or skills that they want to share with the team. Point out that these don't have to be the things that they think that they're best at but the things they really want to contribute to this group. Ask participants to write each interest or skill on a separate Post-it note.	Post-it notes Handout 1C

continued next page

WHAT	TIME	HOW	MATERIALS
Step 3: Filling in the circle of shared leadership	15 min.	<p>Provide an introduction to the circle of shared leadership. Use Handout 1D.</p> <p>Say, “Look at each of the Post-it notes in front of you. For each note, ask yourself, ‘To what kind of leadership does this skill or interest contribute?’ For example, ‘motivating’ would probably be ‘champion’ and ‘observing’ might be ‘relate experience.’”</p> <p>Ask participants to put each note in the section of the sticky wall where it fits. Many notes will fit into more than one section. In these cases, people can choose a section, write the note twice (or as many times as needed to put it in all applicable sections), or put it on the border between relevant sections.</p>	<p>Sticky wall</p> <p>Post-it notes</p> <p>Handout 1D</p>
Step 4: Reflecting	10 min.	<p>Ask the group the following questions:</p> <ul style="list-style-type: none">■ Looking at the wall, what stands out?■ How did it feel to do this activity?■ What do you see that’s exciting?■ Where do you see gaps?■ How can we fill these gaps?■ What does this mean for our team?	

HANDOUT 1C: SKILLS AND INTERESTS INVENTORY

(Adapted from Community Partnerships for Youth, *Youth in Governance*, 1994)

Name _____ Date _____

Remember that a skill is something that you can do, something in which you are proficient or have expertise.

“I am good at _____” (Circle the appropriate words and add more of your own.)

Writing	Defining	Researching
Analyzing	Organizing	Evaluating
Creating new things	Planning	Directing
Starting new things	Coordinating	Delegating
Developing	Implementing	Leading
Recruiting	Persuading	Administering
Counseling	Training	Educating
Reconciling	Encouraging	Negotiating
Bookkeeping	Promoting	Budgeting
Reporting	Motivating	Giving my opinion
Fundraising	Communicating	Public speaking
_____	_____	_____
_____	_____	_____
_____	_____	_____

SKILLS ASSESSMENT

This exercise can help you determine the skills you currently have and could use with a community group, as well as gain new skills.

Place a check mark under the column(s) after each skill to indicate which skills you have, which ones you enjoy, and which ones you wish to develop.

	Have	Enjoy	Wish to Develop
1. Assembling (kits, models)	_____	_____	_____
2. Researching, doing experiments	_____	_____	_____
3. Creating music, art, or literature	_____	_____	_____
4. Communicating: talking, listening	_____	_____	_____
5. Influencing people	_____	_____	_____

continued on next page

SKILLS ASSESSMENT (CONTINUED)

	Have	Enjoy	Wish to Develop
6. Organizing, scheduling	_____	_____	_____
7. Constructing	_____	_____	_____
8. Analyzing, examining	_____	_____	_____
9. Performing	_____	_____	_____
10. Counseling	_____	_____	_____
11. Leading	_____	_____	_____
12. Following directions	_____	_____	_____
13. Using computers	_____	_____	_____
14. Drawing, painting	_____	_____	_____
15. Risking, trying new things	_____	_____	_____
16. Attending to details	_____	_____	_____
17. Educating, teaching	_____	_____	_____
18. Promoting, marketing	_____	_____	_____
19. Observing	_____	_____	_____
20. Advocating, lobbying	_____	_____	_____
21. Handling disputes, making peace	_____	_____	_____
22. Coordinating, arranging	_____	_____	_____
23. Speaking to the public	_____	_____	_____
24. Creating, imagining	_____	_____	_____

Look at your assessment:

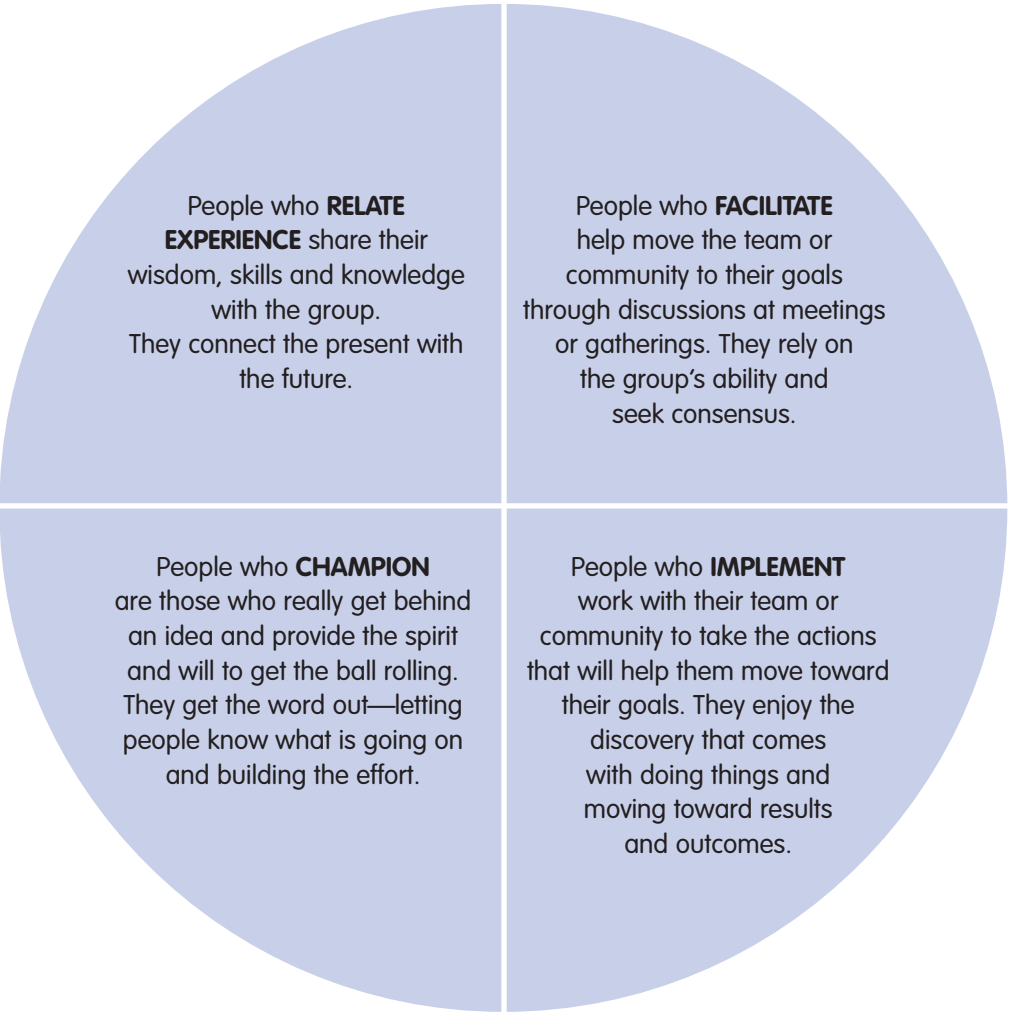
- Does anything surprise you?
- Was it difficult or easy to do this assessment?

Think about ways you can use this assessment individually and with your group!



HANDOUT ID:THE CIRCLE OF SHARED LEADERSHIP

When people think of leadership, they often think of the “**traditional leader**”: the person who is good at public speaking, has experience, and is well respected by many people. The idea of **shared leadership** recognizes that there are several ways to provide leadership, some of which are not traditional. **Shared leadership** is a way for groups to make decisions by coming to a consensus. It allows a group to take the diverse opinions of all involved and incorporate them, in some form, into the actions of the group. The following diagram illustrates the **different parts of shared leadership**.



A team needs to have all of the parts of shared leadership represented. Individual group members can fill one or more roles, and multiple group members can fill the same role at the same time. Watch out for individual overload – the situation where one person performs all the roles and gets overwhelmed.

(Adapted from Institute of Cultural Affairs, www.ica-usa.org)



Part 2: How to Recruit Social-Change Agents

Recruiting a diverse, energetic, and motivated group of people is essential to creating positive changes within a community. We recommend that you aim to bring as many voices as possible to the table, to give your message as much power as possible when you take it to the community. Diverse members will also broaden your group’s ability to think creatively and strengthen your work.

This section is designed to help you be intentional in your recruiting efforts. The activities in the first part will help you think of people across the community to recruit and attributes to look for during the recruiting process; the following tips give you more specific ways to recruit and things to keep in mind while you’re recruiting for certain roles on the team (e.g., coaches, organizers, and evaluators).

TIPS: RECRUITING MEMBERS FOR YOUR SOCIAL-CHANGE GROUP

After reflecting on lessons learned from the recruiting process at the five KLCC II sites, we took that collective knowledge and condensed it into 13 tips to guide you in recruiting your own social-change agents.

1. Develop detailed criteria or lists of characteristics you’re seeking in your social-change agents and questions you would want to ask during an interview. *See **Sample List of Characteristics of Successful Team Members** and **Sample Interview or Geting-to-Know-You Questions**.
2. Create different flyers for different audiences and brainstorm for possible places in your community to advertise your program.
3. Make application and nomination forms. Visit community centers, schools, and after-school programs to talk about your group, and leave application and nomination forms with employees, counselors, and teachers. *See **Sample Application** and **Sample Nomination Form**.
4. Put together a fact sheet that explains your group’s goals and history, as well as your criteria for participants, including the participant’s time commitment. This is a great way to inform your applicants about the program. *See **Sample Fact Sheet**.
5. Ask your personal contacts about people they know who might be interested in your group. *Use the **Sample Nomination Forms**.
6. Send flyers, application forms, and nomination forms to listservs, community groups, and all contact lists. Nomination forms are especially important when you recruit young people. Nomination forms allow adults and young people to identify others they believe can be change agents in the community and honor them with a nomination. The nominee then feels a greater sense of responsibility toward the organization, cause, or group.

7. As you receive responses, schedule interviews or get-to-know-you conversations with all applicants. Make sure they have a strong sense of your program. Your fact sheet can be a big help here.
8. Try to ensure that the interview or recruitment committee represents as broad of a range of voices from the community as possible. Also, avoid formal interviews. Casual interviews or conversations help everyone feel more comfortable and able to relate more easily. Remember that the interview is your opportunity to get to know your potential participants and, in turn, their opportunity to ask questions about your group.
9. During your interviews, ask how the applicants heard about your program and whether they know anyone else who might be interested in the group.
10. Follow up with applicants no longer than a week after their interview, or give them the exact date when you’ll notify them. It’s hard for them to be left without an idea of next steps.
11. Don’t feel that you have to accept everyone into the group; however, know that many people will have skill sets that are not immediately apparent in an interview setting. Young people especially might not feel comfortable opening up during a first meeting, so it’s helpful to include them in the conversation or interview. Creating a safe space is crucial. *Refer to the **Gift of Gracious Space** activity in Section 4.
12. Once you’ve chosen your group’s members, invite them to an informal community event so that everyone can meet. We’ve found community dinners to be successful. *Section 5’s **How to Host Successful Community Dinners** contains tips on how to do this.
13. With the bulk of the recruitment process behind you, remember always to be on the lookout for people who exhibit your desired characteristics. Your group’s participants will move, leave for college, or drop out of the program, and you’ll want to fill their place. Also keep in mind that, after your initial recruiting, your criteria for applicants might change. Furthermore, your whole group can now be involved with recruitment and interviewing. *For more info about transitions within your group, see **Transitions in the Organizing Team** in this section.

SAMPLE LISTS AND FORMS FOR THE RECRUITMENT PROCESS

Sample List of Characteristics of Successful Team Members

We’re looking to recruit team members who share the following interests and demonstrate the following characteristics:

- A demonstrated commitment to leadership roles on behalf of children and youth;
- A proven track record for making things happen in your school, community, or other organization;
- A likely ability to make a long-term contribution to high-quality education in your community;
- An ability to work with people from diverse backgrounds and those who may hold approaches and perspectives different from your own; and
- A willingness and ability to make an 18-month commitment to full and regular participation during the implementation of this initiative.

Sample Interview or Getting-to-Know-You Questions

Candidate: _____ Interviewer: _____ Date: _____

- 1. What is the greatest gift you have ever received (or given)?
- 2. Tell us about a positive relationship you’ve had with a young person/adult – the characteristics, dynamics, and roles of that relationship, and what eventually happened.
- 3. What people in your life do you respect, and why?
- 4. What is an important issue in your community that you feel is unjust or unfair? Have you attempted to change it? How and why? (If not, why not?)
- 5. What are some experiences you’ve had in the community that you would like to share with us? (Activism, school, work, etc.)
- 6. What does your schedule look like? Can you give a 2-year commitment to this program? What might prevent you from doing that?

Additional Questions for One-on-One Meetings with Potential Participants

- 7. What do you personally hope to gain from this program?
- 8. What changes do you hope to see in the community?
- 9. What are your strengths that you would like to share with the group?
- 10. What are areas that you would like to learn more about?
- 11. What are some issues that motivate you to work toward a just community?
- 12. Imagine yourself in 2 years. Where are you? How have you changed? What have you learned?

Sample Application

We are seeking 20 YOUNG PEOPLE (ages 13–24) and 10 ADULTS (ages 25+) with the following qualifications:

- Able to dedicate 5–10 hours per month
- Have a connection and investment in the Latino community
- Live in the greater Denver area
- Demonstrate a desire to work in equal partnership with youth and adults

The vision of this program is threefold. We aim to develop diverse, non-traditional community leadership; mobilize collective action to improve local conditions and quality of life within the community; and create and realize a shared vision of a Just Community (as defined by the participants).

Please provide your contact information below.

Name		Circle One: Youth 13–24 Adult 25+	
Address			
City State		Zip Code	
Telephone		Email	

Please use the back of this form to answer two of the following questions:

- If you could change anything in the world, what would it be, and why?
- What is an issue you feel your community faces? How would you fix it?
- What is your experience working with youth and/or adults?

Sample Nomination Form

We are seeking 20 YOUNG PEOPLE (ages 13–24) and 10 ADULTS (ages 25+) with the following qualifications:

- Able to dedicate 5–10 hours per month
- Have a connection and investment in the Latino community
- Live in the greater Denver area
- Demonstrate a desire to work in equal partnership with youth and adults

The vision of this program is threefold. We aim to develop diverse, non-traditional community leadership; mobilize collective action to improve local conditions and quality of life within the community; and create and realize a shared vision of a Just Community (as defined by the participants).

Please provide your contact information below.

Name		Relationship to Nominee	
Address			
City State		Zip Code	
Telephone		Email	

Please provide the following information about the nominee:

Name		Circle One: Youth 13–24 Adult 25+	
Reason for nomination			

**Please use the reverse side if you need more room.*

Sample Fact Sheet

Vision: *Value and build youth-adult partnerships to advance just communities.*

The vision of this program is threefold. We aim to develop diverse, non-traditional community leadership; mobilize collective action to improve local conditions and quality of life within the community; and create and realize a shared vision of a Just Community (as defined by the participants).

Fellowship: *The Fellows are young people (ages 13–24) and adults who volunteer to spearhead change in our community.*

- What is a Fellowship? This fellowship brings together an intergenerational group with diverse backgrounds, experiences and interests with the common goal of promoting and nurturing collaborative leadership and community change. Throughout the program, Fellows develop an intricate understanding about the interpersonal relationships within the program, organization, community, and public. The Fellowship is, in essence, a training ground for community leaders. Through their relationships within this group and with the greater community, Fellows learn about social justice issues, networking, planning, organizing, how to conduct research, and, ultimately, how to effect change in the world.
- What is the program’s duration and compensation? This is a 2-year, volunteer-based program. The number of hours will vary as projects become more defined, but we anticipate that Fellows will need to dedicate 5–10 hours per month to the program. Compensation will come in many forms, including food, activities, and travel.

Seeking: We always welcome new members.

We look for members who are...

- Interested in creating change in the community;
- Able to meet twice a month, evenings 5:30–7:30 pm;
- Able to attend our National Gathering in June 2007; and
- Able to commit to the program through October 2007.

Contact: *Please direct interested parties to...*

Resources: *www.klccleadership.org*

RECRUITING COACHES

Coaches help hold your group together. A coach’s role is to hold the vision and values of your group, and, to that end, facilitate the growth, development, and involvement of the group and its members.

Selecting the right coaches for your program is crucial to its success. When looking for someone to fill the role of a coach, especially in the context of a youth-adult partnership, it’s important to keep a few characteristics in mind.

Successful coaches are...

- Sensitive to age, gender, background, and cultural differences in a diverse group;
- Passionate about youth and adult partnerships, social justice, leadership development, and collective leadership;
- Passionate about learning as well as helping others learn;
- Respected in the community and by the those involved in your group;
- Part of an organization that supports your group’s work;
- Flexible, respectful of others, and effective in establishing trust and rapport in working with other coaches and participants;
- Experienced in working with people of different ages and from different income levels, races, and ethnic backgrounds;
- Experienced in structured leadership development for both groups and individuals;
- Experienced in culturally focused leadership development; and
- Knowledgeable about the local community and the issues it faces.

Coaches must also have a skill set that includes...

- Good communication and listening skills;
- The ability to bridge significant differences and build trust despite these differences;
- Effectiveness in supporting others as they identify their own strengths;
- Comfort in organic and transparent learning processes;
- The ability to design and deliver training;
- The potential to guide others to gain knowledge about their community and its history and issues;
- Skills in mediating difficult situations;
- Competence in group facilitation;
- The ability to separate the personal from the professional;
- The capacity to give power to the group so that group members can build their own leadership capacity;
- The know-how to identify technical assistance needs and then locate providers; and
- The ability to network within an ever-changing context.

RECRUITING EVALUATORS

Most community-change efforts will benefit from an outside evaluator to document the lessons and stories that arise from the group's work. Evaluators help group members reflect on and disseminate the information they gather, and by doing so, provide valuable feedback to inform future leadership-development work. Any evaluators you hire should be truly independent. That means they should not be employees of the lead agency on a project. Independent evaluators should be well versed in community-based research or part of another research and evaluation organization. They should exhibit a strong connection to the lead agency and as well to the community, though this connection can be the result of other community-change efforts. Evaluators don't necessarily need a PhD to be effective in a community; however, they must be flexible, open minded, able to observe and to give candid feedback.

Every social-change effort can conduct some type of evaluation. If your budget won't stretch to cover outside evaluation, don't worry; self-evaluation can be a powerful part of any project. If members of your team will be your evaluators, whoever leads that effort should be able to see the work with a measure of objectivity.

Evaluators who work on efforts that emphasize youth-adult partnerships, collective leadership, and social justice should be...

- Eager to partner with young adults in the development, implementation, and reporting of the evaluation process;
- Interested, open, and capable of learning new skills and approaches to evaluation;
- Flexible, respectful of others, and effective in establishing trust and rapport with a network of evaluators and a group of leadership fellows;
- A self-starter who can initiate and follow through on the project in a timely manner;
- Excited about being part of a community of learners and aware that all members have something of worth to contribute to the group;
- Comfortable giving feedback to the organizing team in a timely and effective manner; and
- Receptive to feedback themselves and willing to adapt their approach to the needs of the community, the team, and the lead agency.

Evaluators must also have a skill set that includes...

- A philosophy of evaluation. They must be able to make the evaluative experience a dynamic and learning process that supports decision-making. They must also be willing to be co-learners and teachers and facilitators for the work of the group.
- Flexibility for fieldwork. They must be open to participatory and other alternative methodologies of collecting evaluative data.
- Cultural responsiveness. They should use a culturally responsive and sensitive evaluation process and ensure that all voices are heard during this process.
- Writing skills. They should write clearly and have the capacity to write for different audiences (including different languages) in a variety of formats.
- Communication skills. They should exhibit strong communication skills and be able to relay complicated information and concepts in an easy-to-understand manner. They also should have strong listening skills and be skilled observers of nuance and dynamics.

- Assessment skills. They should have the knowledge and the skill to collect quantitative and qualitative local data, and analyze the information, and present it in varying formats for varying audiences. Evaluators should also be able to develop data-collection instruments and ensure the reliability and maintenance of data quality and integrity.
- Experience. They should have previous evaluation experience and understand the potential of evaluation as an empowering leadership tool that integrates learning with doing.

For a more complete treatment of evaluation, including activities and tips to use during the evaluation process, see Section 7 of this tool kit – **Keeping Healthy: Strategies to Sustain Your Group**.

ISSUES INVOLVED WITH FAMILY MEMBERS ON TEAMS

Community-change work builds on existing relationships and opens avenues to new ones. You will be recruiting long-time friends to get involved and reaching out to those who have never crossed your path. Family members can be a great source of new people who not only have strong personal connections with those already on your team but may also have strong shared values to bring to your work.

Here are some tips to keep in mind when you're recruiting and working with family members on teams:

- Family involvement can help boost participation in your group. For instance, to attend meetings, older youth may need to bring younger relatives in their care. Those younger members can turn out to be active participants.
- Parents and young people who are involved in the program together can help support and encourage one another's participation.
- Both parents and young people need to give one another space to speak their minds, be independent, and be themselves; however, it's often difficult to step out of family roles. Be aware of these dynamics. Perhaps adults are accustomed to greater degrees of power or control; perhaps young people are accustomed to obeying without question. In a collective leadership context, both partners need to step back (or forward!) to allow for equal participation.
- Relationship-building activities and youth-adult partnership activities can help family members move beyond their normal patterns of interaction – to move out of traditional family roles – and acknowledge everyone's gifts and strengths. In your group's work, incorporate activities that invite young people and adults to listen and learn from one another and activities that prompt family members to communicate and work together in new ways. The activities in **Section 2, Youth-Adult Partnership Skills**, can help you do this.

TRANSITIONS IN THE ORGANIZING TEAM

Most community-change efforts will at some point have to deal with transition – young people may move away for college or a job, and adults may relocate or find they no longer have the time to commit to your group. It is much better to be prepared for such transitions than to be caught off guard.

In KLCC II, the Mi Casa and Benton Harbor sites lost their adult evaluator. Although both sites found adult members to step in – at Mi Casa, a local university professor agreed to work with the group’s board, and in Benton Harbor, a board member moved into the evaluator role – transition within an organizing team can be difficult, particularly in a close-knit group.

We’ve gathered some tips to help you bring new people on board and make transitions more seamless.

- If possible, transfer all knowledge before a person leaves the team! This includes getting a list of daily, weekly, and monthly activities for the new team member.
- Have the departing team member brainstorm the most important qualities needed in the person who will take over the position.
- Let the team know about the transition as soon as possible, so that you can answer questions and allow the group to feel a part of the process.
- Whenever possible, keep ties open with people who leave. You’ll want to call on their knowledge in the future!
- When looking for replacements, use the community and an advisory board (if you have one) to help. Because they know the project best, they will know the best people.
- And remember: Transition can be positive for your group. Use it as an opportunity to bring in new ideas and add energy to your project.

Youth-Adult Partnership Skills

Youth-adult partnerships were the central focus of KLCC II and a prominent component of efforts toward collective leadership at all five KLCC II sites. Youth-adult partnerships, however, must be deliberate. They don’t arise without concerted effort, and this effort – well intentioned though it may be – requires certain skills if the partnership it works toward is to be successful in effecting community change.

Over the course of KLCC II, we watched large numbers of young people and adults work together to better their community. At Roca in Chelsea, Massachusetts, a highly respected youth coach began her involvement in the program as a shy, timid young woman who came to Roca solely to work toward her GED. As she spent more time in the program, she formed stronger relationships with her fellow participants and joined the pro-immigrant group. There she met an adult who became her friend and mentor, inspiring her to take on more leadership roles within Roca that spilled over into her involvement with her community of Chelsea.

This relationship – which prompted a young person and an adult to create change within themselves and subsequently in their community – became strong and sustainable because neither partner overlooked the effort involved in establishing a rapport of sincere trust. In this instance, genuine conversation (both serious and joking) and the use of peace circles contributed to the creation of this trust.

As you’ll see in your own group, no two relationships are identical. Nevertheless, the foundations of strong relationships share many common elements. This section provides tools to establish the foundation for strong and successful youth-adult partnerships – a foundation that will allow each relationship to develop in its own, unique fashion. For even more youth-adult partnership activities and resources, see our [Creating Youth-Adult Partnerships](#) tool kit and [Youth-Adult Partnership: A Training Manual](#) in the Activities, Tool Kits & Reports section of our website, www.theinnovationcenter.org.

Part 1: Skills for Strong Partnerships

Getting to know others – their history, likes and dislikes, sense of humor, perspective – doesn’t happen overnight or without work, however fun the work may be. As you’ve probably learned, forging strong relationships is a slow process of building trust that requires time and effort.

Forming a youth-adult partnership is no different. To form a strong, successful, and sustainable youth-adult partnership, your participants will need to develop certain skills and attitudes and understand both the benefits and challenges of this kind of relationship. The activities and tips in this section are designed to help you and your participants do just that.

ACTIVITY: WHAT WERE YOU LIKE AT 15 YEARS OLD?

A successful youth-adult partnership requires that participants grow to understand and relate to one another. When young people and adults gain the other’s perspective, their work together is strengthened. Prompting adults to recall themselves at age 15 is a way to break down barriers between generations and create a sense of commonality. Barry Cheekoway of the University of Michigan developed this activity in his publication “Adults and Allies.” Mi Casa revised the activity for use in their community.

OVERVIEW

This exercise is generally most effective as an icebreaker at the start of a meeting. It offers the opportunity for young people to share stories about their life and for adults to recall their own youth. Youth and adults are paired up and given questions to guide their conversations. These two-person conversations segue into a larger group discussion about the forces that facilitate or limit youth-adult partnerships.

OBJECTIVES

- To share participants’ experiences as young people
- To identify commonalities between youth and adults
- To identify positive characteristics of community involvement for youth and adults

TIME REQUIRED

Approximately 30 minutes

SUPPLIES

You will need a flip chart on which you’ve written basic information about the workshop (e.g., objectives) and copies of **Handout 2A** for each participant.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Welcome participants to the workshop and review the workshop's objectives. Ask them to think back to when they were 15 years old: to remember the clothes they wore, the people they hung out with, how they felt about the world, and why they felt that way.	Flip chart with workshop objectives
Step 2: Creating pairs	5 min	If participants are already well mixed as a group, ask them to pair up with someone they don't know well; if not, ask them to count off by twos, to make sure that people aren't paired with someone they might know. As a final precaution, ask if any pairs are well acquainted, and if so, pair them with others.	
Step 3: Listening and sharing	20 min	Invite the pairs to share with their partner, using the questions on Handout 2A as a guide. It's important that they get to the questions about how adults took part in their communities as youth. Another way to encourage conversation is to ask one person to share for 10 minutes while the other listens, and then switch roles. If participants are 15 or younger, ask them to answer the questions based on their lives now.	Handout 2A
Step 4: Reflecting	10 min	Gather as an entire group. Ask the group a series of discussion questions. You may want to use the flip chart to jot down notes from participants' answers. ■ What did you have most in common with your partner? What was different? ■ Share one of your partner's stories. ■ When you were young, how were adults involved in your community? ■ When you were young, what kind of community service or community change were you involved in? ■ What did you learn from the conversation? ■ How can we carry these lessons forward into our work together?	Flip chart Markers

HANDOUT 2A: WHAT WERE YOU LIKE AT 15 YEARS OLD?

In pairs, consider the following questions:

- What was it like being 15 years old?
- Where did you live?
- What did you look like?
- What made you different?
- What was important to you – what did you think about a lot?
- How did you feel?
- Who were the young people who participated actively in the community?
- What were they like?
- What did they do?
- What kept you from participating more actively in the community?
- What could you have done to participate more actively?
- Who were the adults who worked well with young people?
- What were their qualities or characteristics?
- What could adults have done to help you participate more actively?

ACTIVITY: PERCEPTIONS OF POWER

Understanding the balance of power within a partnership is essential to understanding how the partnership functions and to participating in the partnership. However, the perceived balance of power is often quite different from the desired balance of power or even the actual balance of power. Once you are aware of your group’s feelings about the balance of power, you can work together to maintain or change that balance.

OVERVIEW

This activity works best at the beginning of a meeting, before participants have had a chance to discuss their roles in the youth-adult partnership. It also works well to book-end a meeting – opening and closing with the same activity to visualize how participants’ feelings about the group’s balance of power have changed over the course of the meeting. Participants line up according to their perception of their influence in the group’s power scheme, and the conversation in Step 3 discusses how balances of power affect the group’s work.

OBJECTIVES

- To examine what participants feel is their position of power relative to the group
- To explore whether young people feel that they are as powerful as the adults

TIME REQUIRED

Approximately 15 minutes

SUPPLIES

You’ll need a flip chart and markers for this activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Tell the group, “Understanding the balance of power in true partnerships is critical to the work we are trying to do with youth and adults. The power balance can be one of the challenges partnerships encounter. Today, we’re going to talk about power relationships within <i>this</i> group and examine how you feel those relationships affect what we hope to do.”	
Step 2: Lining up and counting off	5 min	<p>Instruct participants to put themselves in a single-file line that stretches from the person who feels he or she has the most influence in the group to the person who expresses a feeling of having the least influence. Explain that this must be done silently: participants are not to talk or compare notes. They are doing this on their <i>own</i> perception of their influence, not anyone else’s.</p> <p>When participants are in a single-file line, have the group count off, from one to whatever number of participants there are, beginning with the person who is in the “most influence” position.</p>	Enough space for your group to stand in a single line

continued next page

WHAT	TIME	HOW	MATERIALS
Step 3: Reflecting and discussing	5–10 min	<p>Ask a series of discussion questions:</p> <ul style="list-style-type: none">■ How did it feel to do this activity?■ How did it feel to be at one end of the line or the other? How about the middle?■ What did you notice when everyone lined up?■ Think about another group you’re involved in: How would that group line up? Where would the adults be standing? The youth?■ What do you think made different people stand in different places?■ What can we learn about youth-adult partnerships from this activity?■ What would you most like to remember about this activity? <p>Appoint a group member to, using the flip chart and markers, take notes on the discussion. Revisit this activity and these notes as your group’s work progresses.</p>	<p>Flip chart</p> <p>Markers</p>

ACTIVITY: DEFINING “YOUTH” AND “ADULT”

Many difficulties of youth-adult partnerships result from the partnership’s lack of a definition for “youth” and “adult.” Exploring different perceptions and definitions of these terms can help participants come to a common understanding of the dynamics of the partnership.

OVERVIEW

This activity explores various definitions of youth and adults. Some groups may end up with a common definition that your entire group can agree upon, or your group may realize that everyone’s definition is going to be different. Either way, articulating definitions – however many – of “youth” and “adult” will strengthen your partnership’s foundation.

OBJECTIVES

- To help partners, groups, and organizations begin to define the terms “youth” and “adult”
- To strengthen the partnership through a better understanding of what each age group brings to it

TIME REQUIRED

Approximately 35 minutes

SUPPLIES

You will need a sticky wall, paper, and markers for this activity. Art supplies are optional. See **Mapping the Sectors of Involvement** activity on page 5 for instructions on how to obtain or create a sticky wall.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	<p>Explain to the group, “Forming and working in youth-adult partnerships reveals the challenges and benefits of working with the opposite age spectrum. A common difficulty in this work is not having a definition of what ‘youth’ and ‘adult’ is. So, today we are going to come up with our own definitions of these terms and talk about how these definitions relate to our work.”</p>	
Step 2: Creating definitions	10 min	<p>Have participants divide into groups (no more than 10 members per group) that include both youth and adults. Provide each group with paper and markers (optional: and art supplies). Instruct each group to develop a definition of “youth” and a definition of “adult” and to write its definition on the paper.</p> <p>Once the groups are done, ask them to prepare a presentation representing the definition. It can be anything from a skit to a song, a poem, or a message for a bumper sticker. Encourage the groups to be creative.</p> <p>Ask the groups to post their definitions on the sticky</p>	<p>Flip chart paper</p> <p>Markers</p> <p>Art supplies (optional)</p>

continued next page

WHAT	TIME	HOW	MATERIALS
Step 3: Presenting definitions	10 min	wall, one group at a time. Then have each group read its definition aloud and perform its presentation.	Sticky wall
Step 4: Reflecting and discussing	10 min	After all the groups have presented, ask a series of discussion questions: <ul style="list-style-type: none">■ What did you notice about the definitions?■ What words, phrases, or images caught your attention?■ What similarities do you see across the definitions?■ Can we come up with a single definition for “youth” and “adult”?■ What are the benefits of coming up with one definition?■ What differences do you see across the definitions?■ What are the benefits of operating with multiple working definitions of these terms?■ How is this information important to you in this youth-adult partnership?	

Part 2: Getting Your Message Across

Youth-adult partnerships are exciting relationships, so exciting that oftentimes participants want to tell others about the work they’re doing and the ways this work and the partnership affect their lives. When youth and adults together tell their shared story, this can be a partnership building activity in itself. The activities in this section highlight some of the ways KLCC II members shared their message about youth-adult partnerships.

THE POWERPOINT PRESENTATION: NOT SO BORING AFTER ALL

We know that the words “PowerPoint presentation” can evoke memories of painfully boring classroom lectures or dry corporate presentations. We know because we’ve been there, too. But don’t discount the digital slide show as an engaging way to deliver a message. If used creatively, PowerPoint presentations can be an exciting, effective, and lasting way to introduce new concepts, topics, or skills to your group.

Make sure that your presentation is stimulating: use lots of pictures, sounds, and animation. Avoid big blocks of text, which can be intimidating for an audience. Instead, try bullet points, and discuss them to make group members active participants in the presentation. Also, remember to be kind to your audience’s eyes; use a font that’s big enough to read and color schemes that are easy to look at.

The link below will take you to a PowerPoint presentation the Innovation Center made for a conference about youth-adult partnerships. In this presentation, pairs discuss the elements of successful partnerships they’ve experienced, and small groups brainstorm ways to make a strong youth-adult partnership.

Click below on the title to view the show and the activities. You can also visit www.theinnovationcenter.org and browse by resource type within our “Activities, Tool Kits & Reports” section — you’ll find the presentation located under “Tool Kits and Resources.” We hope you find the show enjoyable and take away ideas for your own presentations while learning a bit more about youth-adult partnerships in the process. Feel free to use the slide show with your own groups to stimulate discussion on youth-adult partnerships.

Learning, Leading and Unleashing Potential: Youth-Adult Partnerships

VIDEO DOCUMENTARY SKILLS: BENTON HARBOR

Video documentary was a popular tool for the KLCC II sites to share the stories of their lives and communities and to record the progress of their work. The Benton Harbor Boys and Girls Club worked with the Innovation Center and a film crew to create and produce a video to document its work and the successes of youth-adult partnerships within the Benton Harbor community. Through this video, called *Come Out Shining*, you come to know and understand some of the people involved with the group, the dynamics of the group itself, the tensions and issues in the town of Benton Harbor, and the way in which all three of these factors come together in a partnership for collective leadership and community change. This video tells an inspirational story that can motivate you to form equally strong partnerships between youth and adults. It can also serve as an example for your own work with video documentary and for programming ideas and models of meaningful youth-adult interaction.

Check out the Benton Harbor youth-adult partnership video on our web site, www.theinnovationcenter.org. Go to Activities, Tool Kits and Reports and browse by Resource Type to see our list of Tool Kits and Resources.

DISCUSSION QUESTIONS FOR *Come Out Shining* VIDEO

- What words, images, or sounds stood out for you in the video?
- What feelings did you witness in the video as people talked about youth-adult partnerships and their community?
- What feelings did the video provoke in you?
- What messages did you take away from the video?
- How can this discussion help inform your next steps on youth-adult partnerships in the community or the organization?

THE Y.A.P. (YOUTH-ADULT PARTNERSHIP) RAP

Members of the Mi Casa group in Denver were so taken by the success of their work in youth-adult partnerships that they were moved to sing... or rap. The “Y.A.P. Rap,” written and performed by an adult partner and a youth partner at Mi Casa, tells the story of two men and their experiences working with each other.

I DON'T KNOW WHAT YOU HEARD ABOUT ME
BUT I'M A TEACH YOU BOUT THE Y.A.P.s
NO INTERRUPTIN' PEOPLE WHEN WE SPEAK

The fellowship – we're in a meeting
We're working on projects
We got a thing for the city,
The people, the problems

We know that if we work together
Then maybe we'll solve them
So we get youth and adults together
And we get it goin'

We run a peace circle
Just to get to know each other
An hour later, we're all talking
With one another
I love you, homie
Hey man, you're like my older brother
You're like the other part of me
Except a little younger

You like the youth, you like adults
You like the way we work
We show respect and always value
Everybody's worth

I'm not that kid trying to holla
Cause I'm acting out
Naw, I'm that kid trying to holla
Cause I want to help

I'm an adult, but I know
What the Y.A.P.'s about
Collective leadership
Not leaving anybody out

Look baby this is simple
You can't see
You rollin with me
You rollin with that Y.A.P.

Lyrics by
Adam Roybal, adult partner
Eric Sotelo, youth partner

Knowing Community and Place

Past and place are central elements in any community-change effort. A community's past not only helps shape individuals but also forms a picture that tells the story of a community. Likewise, a community's place – the space it occupies, how it is used, and who uses it – creates much of its identity and spirit.

Members of the Boys and Girls Club of Benton Harbor understand their community's history and location as essential to their group's work. Benton Harbor, Michigan was once a thriving manufacturing town, home to many African Americans moving out of the South. Now, Benton Harbor has a population of about 13,000 people, an unemployment rate nearing 40%, and a median household income of approximately \$13,000 per year. A bridge, dubbed by some “the longest bridge in the world,” connects Benton Harbor to its neighboring town of St. Joseph. St. Joseph is nearly all white, but racial makeup only begins to mark the differences between the two communities.

When it came time to identify and address the most pressing issues in their community, members of the Benton Harbor Boys and Girls Club, acutely aware of their community's place and history of racial segregation, spoke of the racial divide between St. Joseph and Benton Harbor. They pointed toward an improved education system as a means to heal their community while strengthening ties with their neighbors across the bridge. With the goal of lowering the high school's current drop-out rate and affecting long-standing change in their community, group members initiated a tutoring program for students and a college application and financial aid application workshop for parents.

Every community occupies a unique place and is marked by a unique history. The activities in this section will help you discuss and understand how both past and place are related to and affect your community and how you can best use the assets and lessons of both in your community-change efforts.

Part 1: Visualizing Your Community’s History and Assets

Every community has a history, or perhaps multiple histories. Maybe your community’s past is shaped most prominently by a specific culture or industry. Think about your own history and the history of your group; what stands out in your mind as significant? Is it a specific person’s life and works, a specific event?

Regardless of what shapes the past, all communities, all groups, all individuals have a history, and that history is an inescapable component of what or who they are today. Recalling your community’s past and connecting it to its present is an important exercise in your work for community change. It is also an exercise that can foster connections between youth and adults over a shared investment in place. Fundamentally, however, recalling your community’s past should prompt discussion of its assets and how your group can best use those assets in your work.

The following activities are based on the notion that, to change the present, you must first understand the past. They are designed to help you transform discussion of your community’s history and assets into concrete plans that aim for sustainable community change.

ACTIVITY: BASIC HISTORY WALL EXERCISE

Creating a history wall can bring a fresh perspective to your community’s past. Understanding and talking about your community’s past is a way to unite young people and adults, evaluate previous community-change efforts, and better focus your group’s efforts.

OVERVIEW

This participatory activity generates a shared picture of your community’s history and its assets.

OBJECTIVES

- To create a shared picture within your group of the history of the community
- To identify both the gifts and the challenges from the past that may affect the future of the community

TIME REQUIRED

After the advance preparation, about 1.5 hours for the entire activity

ADVANCE PREPARATION

Work with a few members of the larger group to answer the following questions:

- How far in the past do you want to go back: to the time when the oldest person was born? To a time in early history that is significant?
- What is the overarching question?
- What are the “divisions” on the wall (e.g., society, community, individual)?
- What do we want to do with the finished project?
- What materials besides written notes do we want to use? (If people want to use pictures, sound recordings, or other media, make sure they bring these.)

SUPPLIES

This activity requires a sticky wall – a large piece of nylon coated with adhesive spray. See the **Mapping the Sectors of Involvement** activity on page 5 for instructions on how to create or obtain a sticky wall. The activity also requires half-sheets of paper or index cards, markers, tape or thumb tacks, colored arrows, butcher paper, and flip chart paper.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting up	30 min before the session starts	Split the sticky wall into three horizontal sections. On the far left side of each of the three sections, put up a half-sheet of paper labeled, respectively, “in society,” “in the community,” and “in youth’s lives in the community.” Along the top of the wall, put a set of half-sheets with dates on them (see Figure A).	Half-sheets of paper Sticky wall Markers Tape or thumbtacks
Step 2: Setting the context	15 min	Say to the group, “We’re going to look at the history and journey of this community by recalling key events, people, and actions that have affected our community, its spirit, and especially its young people.” “Every neighborhood or community has a richer and more powerful history than just one person can be aware of. We want to take the next 60 to 90 minutes to develop a shared picture of our community’s history and journey, to come to a new appreciation of our shared past.” Ask some “warm-up” questions: <ul style="list-style-type: none">■ When did you first become connected with the community?■ What is one key event that you remember happening in the community?■ What key people were involved in the events?■ Why is it useful to look at our history?■ Why is it dangerous if we don’t look at our history?	

WHAT	TIME	HOW	MATERIALS
Step 2: Setting the context (cont.)		<p>Explain how the wall is set up: A timeline runs along the top. On the sides are the different groups whose history we are examining (society, community, youth). Explain what each category is, and get the group to provide examples of events that could go into each category.</p> <p>Explain the purpose of this activity: “We will be doing this to answer the question, ‘What are the resources and challenges that come from the past related to _____’ (complete sentence with the overarching question you decided with the group beforehand – e.g., youth in the community).”</p> <p>Explain the process that will be used: “First, we will brainstorm individually, and then we will share our ideas in teams. When all the events are on the timeline, we’ll step back and reflect on our community journey.</p>	
Step 3: Brain- storming	45 min	<p>Say to the group, “To start our brainstorming, take 3 to 5 minutes working alone to jot down about three events for each of the three categories. Write your notes for each event/category on a separate half-sheet. Try to include events from different time periods, and write the approximate date in the corner of your paper.</p> <p>“In groups of three, share ideas and eliminate duplicates. Write each event on the half-sheets of paper that are in front of you. Write one event per sheet, and write in large, easy-to-read letters. Be sure you write down some ideas for each category. Take about 10 minutes to do this, putting your half-sheets on the wall as you go along.”</p> <p>NOTE: If a lot of people are present, consider asking for ideas that are unique and clear and ask a few volunteers from the group to put about 50 of the half-sheets on the sticky wall.</p> <p>When all the half-sheets are posted, the wall will look like Figure B. Read through all the half-sheets in one category, from left to right, and allow participants to ask questions about the stories they’d like to hear more about. Let people tell stories that others want to hear. Ask if anything is missing. Do the same for the other categories.</p> <p>NOTE: There may be many negative events as well as positive ones. As a facilitator or leader of the activity, you should watch for this and solicit additional positive cards during the brainstorming as a way to move people into a more future-oriented frame of mind.</p>	<p>Markers</p> <p>Sticky wall</p> <p>Half-sheets of paper</p> <p>Butcher paper across top of wall</p> <p>A set of colored arrows</p>

continued next page

WHAT	TIME	HOW	MATERIALS
Step 4: Identifying trends and phases	10 min	<p>Ask the group, “Think of our history as a story. If you were to divide it into chapters, where would the turning points be?”</p> <p>Mark the turning points on the timeline with a colored arrow. Then draw arches between points.</p> <p>Ask, “What would each chapter be called?” Label those chapters or eras.</p> <p>Ask, “If you were to describe the whole journey, how would you fill in the blank: ‘The Great Journey of _____’?”</p> <p>Write the answers across the top of the butcher paper. See Figure C and Figure D to see what this will look like.</p>	
Step 5: Reflecting	10 min	<p>Ask a series of questions to prompt reflection:</p> <ul style="list-style-type: none">■ What are some of the key things that you heard in the stories?■ What are some of the feelings this activity raises for you about your community?■ What was it like to be one of the young people (or adults) and tell your story?■ What does this tell us about this community?■ What have our challenges been over time? (Note these on a flip chart.)■ What gifts from the past might help us as we move into the future? (Note these on a flip chart. See Figure E for an example.)	Flip chart paper

FIGURE A: SET-UP FOR THE HISTORY WALL



FIGURE B: THE HISTORY WALL AFTER BRAINSTORMING

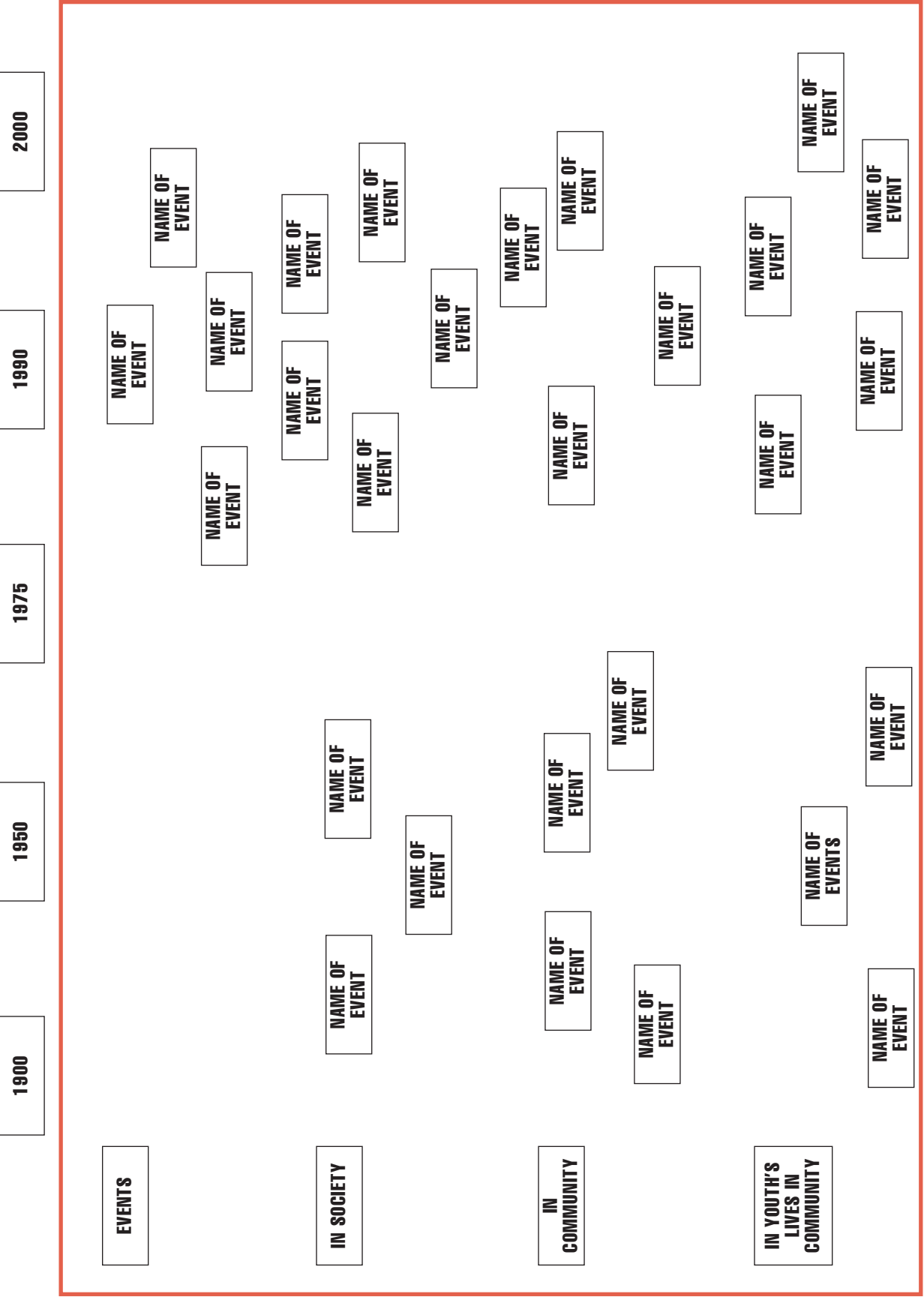


FIGURE C: THE HISTORY WALL WITH TRENDS AND PHASES

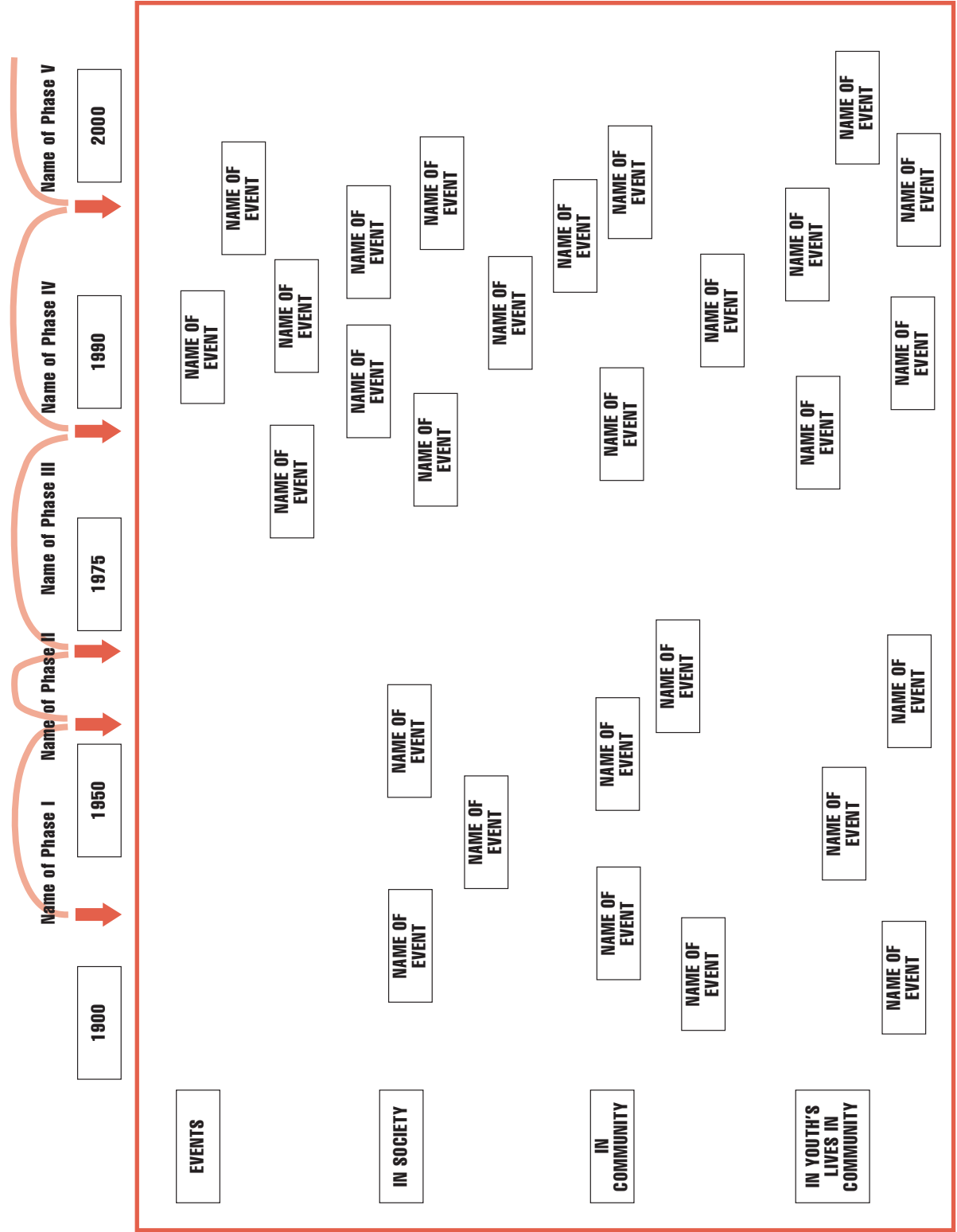


FIGURE D: DOCUMENTATION OF A HISTORY WALL

The Beginning of a Modern History		A New War Between Modern and Traditional Ways		A Growing Interest in Tradition		Accepting New Ways and Restoring Old Ways																											
1914		1930		1950		1960		1970		1980		1990		1995		2000																	
Events in the Village		General Store was built (1930)		Roads were paved		Drilled Water in Villages (Mishongnovi and Shipaulovi) (1979)		Futures for Children started a program (1985)		Rebuilding of Kivas in Village (1992)		Port-a-Jon for the village (1999)		Electricity in the Upper Village (1992)		Kachina Resting area was fixed up (1998)		Renovation of Kivas (1991-1992)		Formation of Hopi Pu'tavi Project (1997)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)	
Cars were first driven around the village (1940)		Community center built (1962)		Electricity for homes at the mid-level (1962)		Free Coal for Village from Peabody (1976)—broader		Running water (1989)		Second Mesa Day School was torn down/the old Building (1993)		Tribe was allotted Village money— Village allocations (1983)		Civic/Veterans center built (1985)		Debra Baker crowned Miss Indian America (1989)		Hopi JR/SR High school (1987)		Water for lower village (1989)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)	
War with the Apaches (1900?)		Navajo started to encroach on Hopi land (1930's)		Cut down grade level from 10th to 7th at Kytotsmovi school.		Hopi Cultural Center was built (1969)		Taos to Hopi Run (1977)		Indian Day at school every year		Gathering of Nations (Dancing) (1991)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		Formation of Hopi Pu'tavi Project (1997)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)	
In 1914, the Dawa put people into groups		Tribal Constitution written and adopted—Tribe Government formed (1936)		Students had to leave the reservation to finish school (1957)		Men sent off to war (1962)		Television brought to village (1960)		Tribe was allotted Village money— Village allocations (1983)		Civic/Veterans center built (1985)		Debra Baker crowned Miss Indian America (1989)		Hopi JR/SR High school (1987)		Water for lower village (1989)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)			
Children were sent off to boarding schools (1914)		Turiva Clinic (1935)		Hospital opened in Keams Canyon (1962)		Men sent off to war (1962)		Television brought to village (1960)		Tribe was allotted Village money— Village allocations (1983)		Civic/Veterans center built (1985)		Debra Baker crowned Miss Indian America (1989)		Hopi JR/SR High school (1987)		Water for lower village (1989)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)			
Famous Runner in Olympics (Louis Tewanimia) (1912)		Highway 264 built (1934-35)		Hopi people went to war (1968)		Men sent off to war (1962)		Television brought to village (1960)		Tribe was allotted Village money— Village allocations (1983)		Civic/Veterans center built (1985)		Debra Baker crowned Miss Indian America (1989)		Hopi JR/SR High school (1987)		Water for lower village (1989)		Restoration of Kachina House (Kachina Resting area) (1996)		Electricity in the homes (1992)		Clan Runs (1996)		Navajo-Hopi Land Treaty (1998)		Hopi Youth Council was established (1999)		New Hospital being built (Feb. 2000)			

FIGURE E: DOCUMENTATION OF THE COMMUNITY'S ASSETS AND CHALLENGES

These are challenges and gifts that a community group has identified during Step 5 of the history wall activity. When you get to the planning stage, try to adjust these challenges and use these gifts in the actions you plan. Note that they do not correspond with the history wall in Figure D.

Challenges Evident in Our History

- Overcoming debilitating core beliefs and stereotypes;
- Alcohol/substance abuse;
- Greed, selfishness, self-esteem;
- Cultural preservation, practices, identity;
- Environmental protection, land preservation;
- Resource management;
- Racism; and
- Highway 93.

Gifts in Our History

- Land base;
- Water, air;
- Heart, will, resiliency, tenacity of our people;
- Private-sector businesses;
- Sense of belonging;
- Leadership and vision for the future;
- Education structures; and
- Our children.

ADAPTATIONS OF THE BASIC HISTORY WALL EXERCISE

Like all activities in this tool kit, the history wall activity can be adapted in many ways. Two examples follow.

Pictorial Histories

- Research the history of your community at your public library or archives. Make copies of historical pictures and arrange a pictorial history of your community. Ask community members to contribute pictures to add to your history wall. This approach is a great way for your community to “see” history.
- Ask community members to draw pictures of events that have happened to them in the community and to be sure to label each picture. Your team can use the pictures to create a wall collage in a community meeting place for everyone to enjoy.

Oral Histories

- Ask community members to share their most memorable stories about the community. Record the stories on audiotape or videotape, then catalogue the tapes and make them available for other community members.
- Eliminate the part of Step 3 in which people do individual brainstorming. Instead, move right into small-group brainstorming and storytelling. This adaptation works well if your group thrives on an oral, group-minded tradition.

SAMPLE HISTORY WALLS FROM COMMUNITIES



A written history



A history in pictures



A history of decades

YOUR LOGISTICAL QUESTIONS ANSWERED

How far back should we go?

This decision will be unique to each community. Your community may have a past of a century or of many centuries. The recent past may be more significant than the not-so-recent past.

In a community that originated as a settlement of freed slaves at the end of the Civil War, the history wall focused on the past back to the point of settlement. Community members felt that remembering and talking about the origins of the community offered a powerful story that would provide strength to their current community situation.

A Native American community with a past that could be traced for centuries decided to focus on the past 50 years or so. This was a way of examining the events in the recent past that were breaking down the community's sense of togetherness, traditions, and culture. Focusing on this history was most important to help the community think about directions for future work and regain some of the spirit of the past.

When should we create a history wall?

Because history is about the past and vision is about the future, it flows nicely to think about history first and vision second. When people reflect on the history of the community, it often leads right into what they dream about for the future. In fact, sometimes what people would like to see in the future is a return to some element of the past. For example, during the history part, adults might reminisce about a café where they all hung out on weekends when they were young. Since then, the café has closed. During the visioning process, both youth and adults talk about how great it would be if there were a place like a café where young people could hang out now.

The process of creating a history wall can help bring the entire community together. The town of Tryon, Nebraska, created its history wall by placing newsprint in the local café and asking patrons to add past community happenings to the wall. Because the café was a meeting place for the entire community, nearly everyone had a chance to add something to the wall. The Tryon community became aware of the efforts of community groups through the history wall.

How can looking at gifts from the past help build youth-adult partnerships?

Building a history wall is an excellent opportunity for the youth and adults of your community to collaborate. Each group has specific gifts and memories to bring to the table for the completion of the project. Adults are more familiar with the events that happened in the community 30 or more years ago. Because many of the adults have lived in the community longer than most youth, they can contribute to that part of the history wall. Moreover, it is interesting for adults to see which key events young people see as part of their history. Most important, thinking about history together allows youth and adults to identify the strengths and challenges of the past that can be drawn on to think about future directions.

Here are some things to keep in mind:

- **Youth:** Even though you have lived in the community for less than 20 years, you still know about important community events. In fact, you probably have a better memory of recent events than lots of adults. You are bringing a valuable perspective on the events of your community. You also might know about significant events that affected the lives of young people that adults don't know about.
- **Adults:** Remember things that happened to you as a young person. Enjoy your stroll down memory lane, but also look at the value of the perspective that young people can add.

How can technology be used in creating a history wall?

Technology can save time and improve your final product. Think about ways you might incorporate technology in your work, for example:

- Create a computer presentation of the history to show to community members. You might publish it on the web or use presentation software to show it at community gatherings.
- Publicize your history-gathering project with flyers and brochures made with desktop publishing software.
- Gather information from community members using email.
- Use audio or video recorders to track your progress.
- Compile your historical information in timeline software or a database.

How do you share the history wall?

Teams have found that one of the best methods of sharing their history wall is to put the completed wall in a highly visible place and to involve community members in the project. Because everyone in your community remembers special events, you will want to involve as many people as possible in the creation process. They will have the chance to share their experiences with the group, which will make them feel that the team values their ideas; your team will gather more information for the history wall.

ACTIVITY: BASIC GRIDDING EXERCISE

Your community occupies a very special place – a place that must be incorporated in your community-change efforts, or at least understood. Gridding is a process that combines group members' respective visions of the community and thereby enables your group to visualize place with a fresh perspective and transform that view of place into a view of change.

Ways in Which Communities Have Used Their Grids

- **To recognize and celebrate the natural resources that exist within the community.** During one gridding process, people had a special opportunity to talk about the natural beauty of their community. Mountains, lakes, and other natural resources were important parts of the grid.
- **To come to agreement on the space that the group will focus on in its community.** Before creating a grid, one community assumed that the physical space it would focus on was just the central part of the community. However, after the group sat down and created the grid, several people pointed out that they should be taking into consideration some outlying areas. The group's work from that point forward included those other areas.
- **To make sure that no one and no area is "falling through the cracks."** A grid can help you see where someone or something has been left out inadvertently.
- **To identify the places that people meet and communicate.** Because the grid includes gathering places, it can help you think about how to use those spots strategically to get the word out about your community work. In one community, the central gathering spot was a grocery store, so the group decided that putting paper inserts into shoppers' grocery bags was the best way to get the word out.
- **To create an image that everyone can remember and identify with.** Whatever the picture is, it should be something that's simple enough to go on a T-shirt.
- **To organize a plan for conducting a survey or inviting people to an event.** People can be assigned to certain sections of the grid – to conduct surveys with the people who live in each section, or to invite youth and adults from each section to an event.
- **To learn how a particular issue plays out across different areas of a community.** A grid can reveal where, for example, different languages are spoken.

When should we do gridding?

Gridding is a process that can be incorporated at any stage in your work. Our experience shows that gridding is most successful when the grid is being used for a specific purpose. For example, if you're about to conduct a community-wide event, that's an ideal time to create a grid and use it for recruiting. If the grid is done with no immediate purpose, it will simply collect dust.

Things to Consider Before Doing the Exercise

- The most important thing to have beforehand is a purpose for gridding.
- In Step 2, the task is to define the physical boundaries of the community. If you know that a major lack of consensus exists around this issue, do some preparation beforehand to come to common ground that will allow you to get through the activity.

OVERVIEW

This activity is designed to generate a shared picture of a community’s space.

OBJECTIVES

- To create a common operating vision of space
- To create awareness and pride in the assets and gifts that are contained in a community’s space

TIME REQUIRED

The time required to facilitate the basic gridding exercise using the guidelines below is approximately 1.5 hours. Plan on at least that long, and add more time if you use any of the Variations of the Basic Gridding Process described later.

SUPPLIES

The type of map you will need will depend on the type of gridding you choose to do with your group. We recommend United States Geological Survey (USGS) maps, transportation maps, or Internet maps (we like Google maps or satellite images from Google Earth) of your community. Demographic information on different areas of the community will be helpful (try the United States Census Bureau or your local county government). You’ll need a flip chart, markers, and both plain lead and colored pencils. You’ll also need either a flip chart that explains key features of the grid or copies of **Handout 3A**.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	15 min	<p>Describe the function of gridding: “We all see our communities somewhat differently. Gridding allows a group to form a common picture of this community. The grid can become a tool for community organizing and a symbol for the community that people take pride in.”</p> <p>Talk about the focus of the work and record it on a flip chart: “The purpose of the grid that we are going to create today is _____” (e.g., to help us recruit people for an event, to identify places where young people can hang out).</p> <p>“Remember, this is our community’s own operating picture; it’s not necessarily one presented to us by the school, government, or other entities.”</p>	Flip chart
Step 2: Looking at your community	15 min	<p>Look at an actual map of the community. Ask:</p> <ul style="list-style-type: none">■ What do you notice?■ What are the natural features?■ What are the main lines?■ What are the natural resources?■ What are the boundaries?■ What are the built-up areas and open spaces? <p>Form a consensus around the boundaries for the grid that you’re creating. If that’s not possible, decide what needs to be done for the group to come to an agreement on this issue.</p>	<p>USGS, transportation, or Internet map</p> <p>Demographic info on different areas of the community</p>

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WHAT	TIME	HOW	MATERIALS
Step 2: Looking at your community (cont.)	15 min	NOTE: If you suspect this is a difficult issue, have preliminary conversations with group members ahead of time to clarify this matter.	
Step 3: Drafting grids	40 min	<p>Describe the key features of the grid: boundaries, pathways, gathering places, sacred places, landmarks, and subsections.</p> <p>Use either copies of Handout 3A or a flip chart that describes what each feature is.</p> <p>Divide the group into three or four teams, with youth and adult representation on each team. A group size of 3 to 5 people is ideal, if possible.</p> <p>Use a flip chart with instructions to describe the task.</p> <p>Each group should do the following:</p> <ol style="list-style-type: none">1. Draw the edges of the community or area in pencil.2. Plot the key pathways, gathering places, sacred places, and landmarks (you may want to color code these by category).3. Divide the whole area into 3 to 7 subsections that show how people really think of the parts of the community.4. Give each subsection a name that people identify with – it could what the area’s residents call it.5. Draw the boundaries with a marker, trying to make them as clear as possible.	<p>Flip charts that explain what each of these things are or Handout 3A</p> <p>Flip chart with instructions as indicated at left</p>
Step 4: Sharing and reflecting	30 min	<p>Ask each group to put its grid on the front wall and quickly (less than 2 minutes) walk through these grids with the rest of the group.</p> <p>After all of the groups have reported, ask the following questions:</p> <ul style="list-style-type: none">■ What in the grids caught your attention?■ Where do you see similarities across the grids?■ Where do you see differences?■ What did you learn about the community from this exercise?■ What are the gifts or assets of our space that we might build on? [Facilitator should record these on the flip chart so that, during the planning process the group can ensure they are calling upon all of their gifts and assets.]■ As we move forward with our project, how will we be able to use this information?■ Are there any questions related specifically to the task for which the grids were created? <p>Ask for one or two volunteers from each group who could work together to combine the draft grids into a single grid and report to the entire group at the next gathering.</p>	<p>Flip chart</p> <p>Markers</p>

HANDOUT 3A: ELEMENTS OF A GRID

BOUNDARIES:

A community’s edges or boundaries delineate it to the people who live there. These boundaries can be natural limits, like rivers or mountains, or human-made limits, like highways or railroad tracks.

DISTRICTS OR SECTIONS OF YOUR COMMUNITY:

Communities are made up of smaller areas inside their boundaries. They may be areas that are defined, like neighborhoods, or they could be defined by roads, pathways, or natural features.

PATHWAYS:

Streets, roads, paths, etc. that people use to get from place to place.

LANDMARKS:

A community has features that define it and make it unique. Landmarks also help outsiders identify the community. Water towers, church towers, trees, ponds, hills, and old buildings are all landmarks.

SACRED PLACES:

Places of worship and special landmarks, such as a commemorative marker or the site of an especially memorable event.

GATHERING PLACES:

These are buildings, restaurants, parks, and other places where people congregate. These gathering places provide residents with the opportunity to interact and feel that they are part of the community.



VARIATIONS OF THE BASIC GRIDDING PROCESS

NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Mind mapping	<p>Want to get people “warmed up” for gridding.</p> <p>Want to bring out people’s views and feelings about community.</p> <p>Want to engage people in an activity that is more creative and open than the basic gridding activity.</p>	<p>Not grounded in real space.</p> <p>Can be somewhat redundant with the gridding activity if people’s mind maps are focused on “real space.”</p>	<p>Additional time required: 30 min</p> <p>Expand Step 1 to include the steps included in the Adaptation for Mind Mapping section.</p>
The story grid	<p>Have more time.</p> <p>Really want to understand the special meaning behind community places.</p> <p>Want to use gridding as part of a social studies or language arts class.</p> <p>Want to involve more people in the development of the picture of the space of the community.</p> <p>Want to gather more stories and insights from events that have been gridded.</p>	<p>Takes more time.</p> <p>Need to provide training and technical assistance on soliciting the stories from people.</p>	<p>Additional time required: several weeks to gather and document the stories.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, look at the grid to identify the landmarks, gathering places, sacred spaces, and so forth that have stories behind them. Develop a list of how to get stories about each space from community archives, old newspapers, or interviews.</p> <p>Have a short session to practice interviewing people and documenting their stories.</p>
The grid through time	<p>Really want the history wall (past) and vision (future) to be connected to the grid.</p> <p>Want to highlight changes in where people live, land use, transportation, and so forth.</p> <p>Want to use gridding as part of a history or geography class.</p>	<p>Gathering historical data about geography is complex and time consuming.</p> <p>Need to have access to and assistance in interpreting old maps and access to people who are familiar with the geography through time.</p>	<p>Additional time required: several weeks to gather and document data to show changes in the community’s space.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, brainstorm a list of resources for acquiring historical information.</p> <p>Finish the process by making a list or report of the trends that you have found (e.g., more roads, loss of farm land, more gathering places) so that you can share your results. Think about using this information to set the context for the vision day (For an activity to help you plan for and lead a vision day, see The Innovation Center’s Building Community tool kit in the “Activities, Tool Kits & Reports” section of our website, www.theinnovationcenter.org).</p>

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NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Gridding with technology	<p>Have access to geographic information system (GIS) technology.</p> <p>Want a totally accurate picture of the community.</p> <p>Want to be able to correlate your grid with other demographic data.</p>	<p>Need to have access to GIS images of your area.</p> <p>Can be hard for people who can't use the technology to get involved.</p> <p>Likely requires the use of a resource person and computer equipment.</p>	<p>Additional time required: several months to get the technology set up and teach people how to use it.</p>
“Layered” gridding (manual GIS)	<p>Want to highlight differences in perspective (such as in youth-adult gridding).</p> <p>Want to have varying levels of data that you can combine or separate.</p> <p>Have access to an overhead projector.</p>	<p>Need to get demographic data and other information ahead of time.</p> <p>Can be difficult for people who don't feel comfortable with reading maps.</p>	<p>Additional time required: from 1 to several hours, depending on level of detail.</p> <p>In Step 3, give each group a transparency showing an image of the community. Ask that each group map the boundaries, landmarks, and other elements on separate overlaying transparencies, using a different color of marker for each element.</p> <p>In Step 4, use an overhead projector to the compare groups' work and ask additional questions to prompt reflections about more detailed similarities and differences.</p>
Seasonal gridding	<p>Want to explore how different seasons affect people's relation to their space.</p> <p>Are doing work in a community where there are major seasonal changes.</p>	<p>Takes longer.</p>	<p>Additional time required: from 1 to several hours, depending on level of detail.</p> <p>In Step 3, give each group four transparency sheets (or a number appropriate to your community's seasons) with an image of the community on it. Ask that each group map on each transparency (1) the boundaries, landmarks, and other elements that don't change, then (2) the gathering places, pathways, and other features that change seasonally.</p> <p>In Step 4, use an overhead projector to compare the groups' work and ask additional questions that prompt reflection about more detailed similarities and differences and implications for the work.</p>

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NAME	USE THIS VARIATION IF YOU...	POSSIBLE DRAWBACKS...	NOTES FOR THE FACILITATOR
Youth-adult gridding	<p>Highlight the unique perspective that age brings to how we view place.</p> <p>Have access to an overhead projector.</p>	<p>Takes more time.</p>	<p>Additional time required: about 1 hour.</p> <p>In Step 3, instead of breaking up into three or four teams, break up into two teams – young people in one and adults in the other.</p> <p>In Step 4, ask questions that prompt reflection on the similarities and differences in grids by young people and adults.</p>
Issue-specific gridding	<p>Want to see how a certain issue plays out in space in the community (e.g., child care or technology).</p>	<p>Takes more time.</p>	<p>First you need to get confirmation of the issue from the group.</p> <p>All the other steps would be the same, but focused on one issue only.</p>
Gridding with photos	<p>Want to create a product that can be displayed.</p> <p>Want to incorporate the gridding activity with an art or photography class or project.</p>	<p>Takes more time and resources for equipment and film development.</p>	<p>Additional time required: several weeks to shoot photos and create the final project.</p> <p>Once Step 4 is completed and you have a single grid that represents the space of the community, make assignments for photographing key elements of the community's space (e.g., you might assign a team of photographers to each subsection).</p> <p>Once the final product is created, have a celebration to share it (maybe in conjunction with a vision day). Use the celebration to ask some additional questions that prompt reflection. For an activity to help you plan for and lead a vision day, see the Innovation Center's Building Community tool kit in the “Activities, Tool Kits & Reports” section of our website, www.theinnovationcenter.org.</p>

ADAPTATION FOR MIND MAPPING

OVERVIEW

This experiential activity is designed to give participants an understanding of the perceptions of their personal community and the importance and roles of different elements of community in their work.

OBJECTIVES

- To share participants’ personal pictures of the community
- To identify common elements and roles of community in participants’ pictures
- To identify ways in which connections between youth and adults can have a positive impact on the community
- To target specific sectors of the community for the work

TIME REQUIRED

Approximately 1.5 hours

SUPPLIES

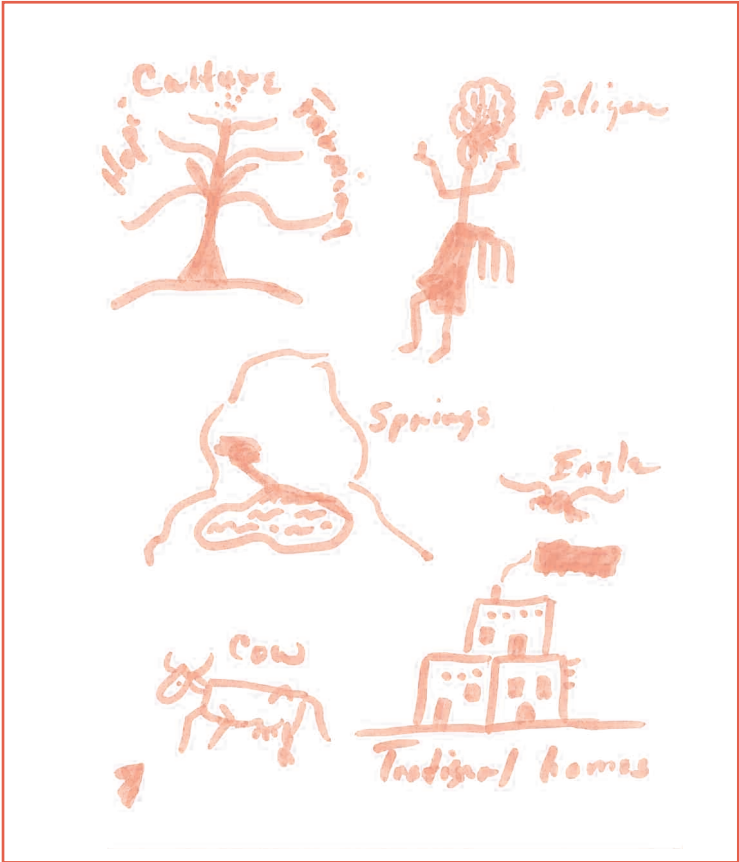
You will need a flip chart and enough legal-size paper and markers for every participant.

WHAT	TIME	HOW	MATERIALS
Step 1: Introducing the activity	5 min	Welcome, session overview, and objectives	Flip chart with session overview
Step 2: Mind mapping	10 min	<p>Set the stage by asking for examples of communities; explain that a mind map is a visual way to identify thoughts, feelings, concepts, and “other” things related to community.</p> <p>Say to the group, “When you think of your community, what’s the first word that comes to mind? When you think of the community, you might think of things like your family, places you go, and things that are special to you. Draw a picture that captures all of these things in your mind. You’ll have about 10 minutes to draw, and we’ll be sharing our maps.”</p> <p>Participants then draw a mind map representing the “close-in” or personal communities to which they belong. See our Sample Mind Map.</p>	<p>Legal-size paper and markers for each participant</p> <p>Flip chart</p>

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WHAT	TIME	HOW	MATERIALS
Step 3: Sharing	10 min	<p>Process the experience. Ask the following questions:</p> <ul style="list-style-type: none">■ What pictures jump out?■ What words do you remember?■ What feelings did you see expressed in the maps?■ What did it feel like for you when you made your map?■ Where there any surprises?■ What common themes were expressed among the maps?■ What differences emerged?■ What was left out of our collective maps, if anything?■ Based on our discussion, what insights do we have as a group about the community?■ Reflect on the maps and our commitment to strengthening the community. What are some things we should keep in mind as we move forward?■ What is the importance of understanding the community of our young people?■ How can we value the community of our young people in our work?■ What parts of the community must we be sure to work into our plans as we move forward? <p>Use a flip chart to record answers for the final four questions to use in the next stages of your planning process.</p>	<p>Flip chart</p> <p>Markers</p>
Step 4: Reflecting at a personal level	5 min	<p>Ask how participants can apply what they learned in this exercise to their own work. Have them write a “note to themselves” – one thing they would like to remember from the exercise and one thing they would like to do because of the exercise.</p>	

SAMPLE MIND MAP



TIPS: GRIDDING YOUTH-ADULT PARTNERSHIPS

The gridding process presents special opportunities for young people and adults to work together to create a complete picture of their community. Because youth and adults see their community in different ways, both have different ideas to add to the grid. For example, many adults use the government center in a community and would probably include it on their grid. Youth are more likely to place items like a local teen hangout on their grid. To get the best picture possible, it's important to include both. What are some other reasons we should involve youth and adults in this process?

GENERAL TIPS

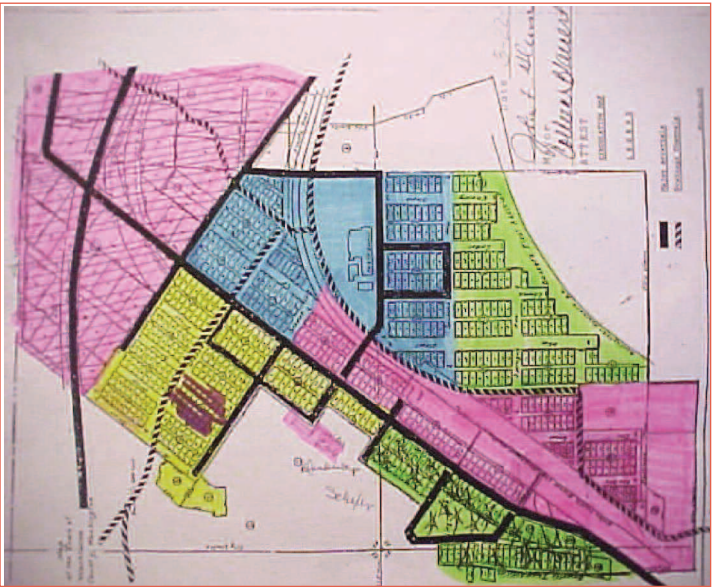
- Make it public – quickly! Get that grid or the information you discovered out there as soon as it's done.
- Grid for a purpose. Have the grid be a team-building activity or part of a strategy for recruiting people to a meeting.
- Think about the different models you might use before you start (see **Variations on the Basic Gridding Process**).
- Involve as many community members as possible.

NOTES FROM THE FIELD

Grids from Washtucna, Washington

Washtucna, a small town in eastern Washington, created a grid for the community. Below, you can see the process this town used. Since creating the grid, Washtucna has used it to ensure that community work includes residents from all sections of the grid.

First, the grid's creators got hold of a blank town map from the local department of transportation (not pictured). They decided to grid the central area of their community.



Then the group took the image it had created on top of the map and simplified it, removing lines, markings, etc., and highlighted just the pattern and colors of the sections. The group now has an image that's clean and neat and can be shared. Group members can look at the different sections as a way to organize their work.



Part 2: Sharing Your Community's Story

We're willing to bet that you find the processes of creating a history wall and gridding to be powerful ones. We're also willing to bet that the stories of your community that you discover through these processes are powerful – so powerful that you'll want to share them with the rest of the community and give others the opportunity to connect with the power of their place. Digital storytelling is a great way to do that while engaging with modern technology. At all stages of the production process, youth and adults can contribute their gifts to the project of transforming their community's story into an engaging video. For example, group members may script, act, interview, design sets or costumes, film, or work in the production room as editors or producers. And the stories told in video format need not be limited to histories. You can create a video to document an event, raise awareness about an issue, or inform the community about your group's work; the possibilities are limitless.

KLCC II SITES AND DIGITAL STORYTELLING

All KLCC sites were trained in the art of digital storytelling. While creating their videos, the youth fellows and adult volunteers discovered not just the voice and potential of their community but their personal voice and potential as well. Each video tells a unique story – a combination of community and individual, of present and past. Use these videos as models and inspiration for your own digital storytelling efforts.

To access the videos, click on the links below or visit www.theinnovationcenter.org and browse by resource in our "Activities, Tool Kits and Reports" section. The videos are grouped under "Tool Kits and Resources."

DIGITAL STORYTELLING RESOURCES: LLANO GRANDE CENTER FOR RESEARCH AND DEVELOPMENT

In the early 1990s in southern Texas, the Llano Grande Center for Research and Development began its work by helping local area high school students realize their dreams of attending college. Today, the program has grown to include classroom and community-based projects to transform students into community-minded leaders. Although there's much to be learned from the work at Llano Grande, this section of the tool kit draws attention to this group's impressive video storytelling efforts. If digital storytelling seems interesting and you want to learn more about it, check out Llano Grande's work and its detailed tutorial on how to begin a digital storytelling project.

<http://captura.llanogrande.org/introduction.html>

Creative Ways to Come Together

Groups come together in many different ways and on many different levels. The most effective means of coming together occurs in and creates a space that fosters honesty and learning.

The Lummi Cedar Project is working to come together in this kind of space by incorporating peace-making circles into their group's regular practice. Talking circles originated in the Native American tradition, but the Lummi Cedar Project did not use this method of coming together to address specific issues until group members attended a 3-day Peacemaking Circles Workshop, conducted by a member of the KLCC II Roca family. At the workshop, members of the Lummi Cedar Project were trained as circle keepers and discussed ways of revamping the traditional view of circles to apply them to specific issues confronting the modern-day Lummi Nation community. Incorporating peacemaking circles into work on social justice emerged as a consistent theme of discussion, and the Cedar Project and others have since made a commitment to use peacemaking circles as a way to deal with conflicts and criminal situations within their community's justice system.

Perhaps your group, like the Lummi Cedar Project, will find the circles process productive for coming together as a community, but circles are just one of many ways of gathering. The tools in this section all speak to different ways to come together in a safe space. You may choose to use only one, all, or any combination of resources – whatever best fits your group's needs.

Part 1: The Gift of Gracious Space

When your group meets, you will come together in a physical space, be it a meeting hall, classroom, or even your own living room. In that physical space, your group will create a figurative space – the atmosphere and environment that pervade your meetings. The creation of this figurative space is inevitable; it arises as a byproduct of the ways in which your group members interact. For your group to achieve effective community change, the space you create – both literal and figurative – must foster healthy, strong relationships. We’ve found that establishing Gracious Space is one of the best ways to do this.

The Center for Ethical Leadership (www.ethicalleadership.org) developed the notion of Gracious Space. Gracious Space is safe and comfortable for your members; it promotes healthy discussion, debate, and friendships. Most important, Gracious Space invites all members to share freely and work together, despite differences in age, class, gender, race, or ethnicity. What you need to remember in establishing Gracious Space is that no one can impose any single definition of Gracious Space on your group; it should arise organically out of the needs and understandings of your members and their community. The next two activities will help you talk about Gracious Space with your group, then make Gracious Space a reality.

ACTIVITY: DEFINING GRACIOUS SPACE

A safe space is a crucial aspect of creating an atmosphere that fosters relationship building. Working to define Gracious Space with group members is a great way to involve them in that process while creating a shared vision for your group.

OVERVIEW

This exercise opens up space, literally and figuratively, in a group and creates a shared definition of Gracious Space as well as a safe place for group members. This activity invites group members to engage in a discussion about the definition of Gracious Space. It is helpful at the beginning of an extended training or community-building project.

OBJECTIVES

- To build a safe, supportive space within your group
- To create a group definition of Gracious Space
- To help group members understand how to intentionally address each element of the definition of Gracious Space

TIME REQUIRED

Approximately 25 minutes

SUPPLIES

You will need a flip chart and markers for this activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	<p>Tell the group, “Our task today is to create the culture that will support our gathering.”</p> <p>“Right now, on your own, think of a time when you’ve experienced Gracious Space, whatever this means to you. What was the setting? What did you experience?”</p>	
Step 2: Pairing up	5–10 min	<p>Ask that group members pair up with someone they don’t yet know well. Instruct the pairs to share their stories of Gracious Space with each other for the next 5 minutes.</p> <p>While the pairs are talking, write the definition of Gracious Space on the flip chart: Gracious Space is a spirit and setting where we invite the stranger and learn in public.</p>	<p>Flip chart</p> <p>Markers</p>
Step 3: Discussing as a group	10 min	<p>Ask the pairs to come together again as a large group. Ask the group, “Without retelling your stories, who would like to share some of the characteristics of the Gracious Space you and your partner talked about?”</p> <p>As participants share their characteristics, record them on the flip chart. Then, share the definition of Gracious Space that you wrote on the flip chart while the group was paired off.</p> <p>Read the definition aloud and emphasize each element. (More detailed descriptions of the four elements appear after this activity). If you have time, discuss some of the questions with your group.</p>	<p>Flip chart</p> <p>Markers</p>
Step 4: Reflecting	5 min	<p>Ask the group, “Can we create this Gracious Space we defined here and now for our gathering? How?” Make notes of their suggestions on the flip chart.</p> <p>Then, share the poem “Oh the Joy”:</p> <p><i>Oh the joy- the inexpressible comfort of feeling safe with a person having neither to measure words nor weigh thoughts Pouring them all out just as they are, chaff and grain together Certain that a loving hand will sift through, keep what is worth keeping, and with a breath of kindness – blow the rest away.</i></p> <p>–Dinah Craik, adapted from an Arabian proverb</p>	<p>Flip chart</p> <p>Markers</p>

ELEMENTS OF GRACIOUS SPACE

Spirit

What do you do to prepare for a difficult conversation or an uncomfortable new situation? (Share an example.) For example, when I know I’ll be entering a discussion with a difficult person, a conversation starts in my head. *Why do I have to keep dealing with this person? Why does he make things so hard?* An alternative way of preparing for this meeting is to bring a positive intention into the conversation. In my head I tell myself, the other person means well. I tell myself, *look for his gifts that might help the situation.* The spirit you bring into any situation can have a big impact.

Spirit is also about the energy we create together as a group. Do we want our solution to be adopted or do we want to understand one another? Gracious Space seeks to create a spirit where people develop their ideas together.

Setting

The external setting matters. Look around the room we are gathered in. What about this setting supports the kind of interaction we want? (Listen to four or five examples.) When working on the setting, it’s important to ask this question: How can the setting support the type of interaction we want? This requires us to look at three elements:

- **Physical space** – Do we want to be in a retreat setting away from distractions? How important is natural lighting and air?
- **Time** – How much time will we allocate? Is the time sufficient to have the depth of conversation we intend?
- **Format** – Do we want to sit in a large circle to be able to face one another and share stories? Do we want to be at round tables to support small-group discussion?

Welcome the Stranger

We want to welcome difference in background, experience, perspective, etc. We need to ask ourselves, *who else in our community needs to be included in this work?*

Learn in Public

How will you open up to learning? What do you need to let go of – for example, certainty, expertise, solutions – to open up? How will you create space for the ideas, wisdom, and expertise of others to show up?

ACTIVITY: REALIZING GRACIOUS SPACE

Defining Gracious Space and exploring its different elements is crucial to incorporating Gracious Space into your group’s interactions. However, to be able to create true Gracious Space within your group, members must evaluate the ways in which gifts of Gracious Space are already in play within the group’s dynamics.

OVERVIEW

This activity is designed to be used in tandem with the previous activity, **Defining Gracious Space**. It identifies the gifts of Gracious Space that already exist within your group.

OBJECTIVES

- To help participants identify the aspects of Gracious Space they already do well, and those they would like to work on
- To make participants accountable for bringing their gifts of Gracious Space to the group
- To identify aspects of Gracious Space on which your group can improve

TIME REQUIRED

Approximately 30 minutes

SUPPLIES

For this activity, you’ll need copies of **Handout 4A** for all participants.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	3 min	Say to the group, “We just defined the four elements of Gracious Space and what we mean by Gracious Space for our gathering. Now we want to identify some of the gifts we bring to this gathering.” Pass out Handout 4A . Tell the group, “This list of characteristics was generated from the responses of those who participated in past Gracious Space seminars. It contains words used by different people to describe what helps them create Gracious Space.”	Handout 4A
Step 2: Identifying individual strengths	10 min	When everyone has a copy of the handout, ask group members to look over the list on their own. Then ask them to “circle all those items you feel comfortable and competent with. How do you already bring Gracious Space to your leadership and interactions with others and yourself? Put a star next to the items that are difficult for you. These are the areas you may want to work on to bring Gracious Space more fully into your life.”	Flip chart Markers

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WHAT	TIME	HOW	MATERIALS
Step 2: Identifying individual strengths (cont.)	3 min	Next say, “Now underline a few of the characteristics that you believe you need to receive from others in order to be your best.” Give a personal example, such as: “For example, I need to talk with others to think through some of my ideas. When I first have a thought, it’s often half-baked; I may not even be sure if I believe it yet myself. What I need from others is for them to be patient and listen to my idea without being judgmental or defensive. I need them to ask questions to help me finish ‘baking’ my thought.”	
Step 3: Pairing up	10 min	Ask that group members find a partner and share a few highlights from their assessments. Tell them to “identify one or two items from the list of things you do well and make a commitment to bring those into the room today. Identify one that you want to work on and share that with your partner.”	
Step 4: Bringing it back to the whole	5 min	Tell the group, “Let’s bring back your insights to the full group. I want to invite you to be accountable to yourself for bringing one or two of the aspects of Gracious Space you’re good at into work or family – wherever Gracious Space is needed. This is an opportunity for you to name one aspect you promise to bring into the room today to help build Gracious Space for this group.”	
Step 5: Reflecting	5 min	Close with a few comments about the activity: “We have many strengths and gifts in this group. Thank you for sharing them. As we experience the rest of our time together, I also want to invite you to work on the items you identified as difficult. Focus on those, and seek opportunities to experiment with them. This will enable you to expand your Gracious Space repertoire. You might want to commit to work on one of these for a month and see what happens. Thank you for your time. Are there any final questions?”	

HANDOUT 4A: GRACIOUS SPACE SELF-ASSESSMENT

Gracious Space is a spirit and setting where we invite the stranger and learn in public.

Below is a list of values and behaviors that are helpful when creating Gracious Space. **Circle** those you feel competent with. **Star** those that represent a development opportunity. Discuss with others your strengths and development opportunities with respect to creating Gracious Space.

- Establishing norms
 - Interjecting humor or fun
 - Affirming others
 - Being open to feedback
 - Accepting of different perspectives and ideas
 - Innovating approaches
 - Being present
 - Being aware of my impact on others
 - Assuming others’ best intentions
 - Being intentional
 - Being reliable
 - Trusting others
 - Being trustworthy
 - Willing to change my mind
 - Willing to slow down
 - Reflecting on assumptions
 - Actively seeking others’ opinions
 - Being curious
 - Asking open-ended questions
 - Discerning patterns emerging from a group discussion
 - Learning and sharing rather than just advocating
- Listening deeply
 - Being willing to be influenced
 - Being comfortable receiving lots of questions
 - Being comfortable not knowing
 - Being able to detach from outcomes
 - Being collaborative
 - Being able to stop, reassess, and redirect
 - Being curious about differences
 - Being open to different and conflicting views
 - Welcoming others not in my comfort zone
 - Being compassionate
 - Empowering others
 - Being authentic
 - Feeling comfortable with community wisdom
 - Building community
 - Bridging boundaries
 - Extending respect to everyone
 - Sharing power
 - Seeing everyone as gifted and capable
 - Holding off on judgment
 - Steering conflict toward positive, creative results

TIP: HOW TO CREATE GRACIOUS SPACE IN WHICH YOUTH AND ADULTS ARE VALUED

If the majority of the people on your organizing team are adults, it's important that you work with them first to create a safe space in which to invite young people. It can be difficult for anyone to enter an unknown space, but it can be even harder for a young person. The activity **What were You Like at 15 Years Old?** from Section 2 can be helpful here. The reference to an activity that's useful in several situations is a reminder that the components of this tool kit are not intended to be a rigid curriculum – they're tools you can use however you see fit.

Have participants think about what they wore, who their friends were, what they liked to do for fun, how they were involved in their schools and communities, and their experiences with partnerships with adults when they were 15. These questions can begin the discussion (either as a large group or in pairs) about what it means to be a young person and how to best create partnerships based on equal voice. If you have young people participating in this conversation, all the better. It will help them to understand that adults were also young once and that the adults are excited to be working with youth. This exercise can greatly enhance Gracious Space within your group. Try out the other activities to continue to develop relationships with youth and adults and to understand the challenges and opportunities of sharing together.

ACTIVITY: CIRCLES AS A WAY TO CREATE GRACIOUS SPACE

Circles are an alternative process of communication, a way of being and a form of gathering that creates individual and collective empowerment through trust, good will, generosity, and reciprocity. In short, circles create and function in the context of Gracious Space. Circles derive from traditional discussion and healing practices of the first nations in Canada and the southwestern United States. They achieve their effectiveness through a gentle invitation to participants to change their relationship with themselves, their community, and the wider universe. Roca, in Chelsea, Massachusetts, brought circles to the KLCC II community. Since then, all of the other sites have widely used and appreciated the process.

The space circles create is sacred. It is a space in which participants intentionally lift barriers between themselves and thus open fresh possibilities for connection, collaboration, and mutual understanding. Circles create this sacred space via a process that includes introductions, building trust, discussing issues, and determining solutions.

This process brings people together in ways that allow them to see one another as human beings and to talk about what matters; healing, relationship building, and community building are inevitable outcomes. Roca had a lot of success using circles as a mediation tool, but you can adapt the circles process to serve your community's unique needs; one of the beauties of circles is that they can serve so many purposes.

Although it is common for communities to tailor circles to their own needs, all circles share essential features that ground their theory of communication:

- Everyone in the circle is equal and has equal opportunity to speak.
- Decisions are made by consensus.
- Everyone agrees to abide by the guidelines established by the group and based on shared values.

UNDERSTANDING CIRCLES

Circles can be an abstract and difficult concept if you've never worked with them before. Here's some information we hope will give you a better understanding of circles – their values and principles, structures, and types.

Values and Principles

Although each circle develops its own values and principles, all circles generally...

- Are designed by those who use them;
- Are guided by a shared vision;
- Call participants to act on their personal values;
- Include all interests and are accessible to all;
- Offer everyone an equal and voluntary opportunity to participate;
- Take a holistic approach to wellbeing that accounts for the emotional, mental, physical, and spiritual;

- Maintain respect for all;
- Encourage exploring instead of conquering differences; and
- Invite accountability to others and to the process.

Structures

The structure of circles provides gentle, highly effective support to groups that seek to stay on course with the values and principles they have established for their circle. Key structures that define circles are...

- The **meeting space**. This is a circle’s most visible structure. Participants sit in a circle, the center of which may contain symbolic objects that help remind participants of shared values or may relate to the purpose of that particular circle. It is sometimes helpful to include such objects as a focal point; however, it’s not necessary. You may choose to keep the center empty.
- A **talking piece**, used as a way to ensure respect between speakers and listeners. Participants pass the talking piece from person to person within the circle; only the person holding the piece may speak.
- A **“keeper”** of the circle who guides the participants and creates and holds the circle as a unique and safe space. Keepers are qualified to lead a circle if they have experienced circles themselves or they have undergone training in the process. Keepers will often self-identify; they also may be recruited by those who will be involved in the circle.
- **Ceremony** and **ritual** to create safety and form.
- **Consensus decision-making**. This style of decision-making honors the values and principles of circles and helps participants to stay grounded in these principles. All needs are heard, and the group commits to addressing these needs in some manner.

Types of Circles

There are many different types of circles. Each type of circle serves a different purpose.

- **Support circles** provide emotional or spiritual support to individuals.
- **Talking circles** create an open dialogue about specific topics.
- **Criminal justice circles** work in partnership with the criminal justice system and the community to address the harms caused by offenders and determine reparations to victims or communities.
- **Sentencing circles** may be in partnership with the criminal justice system and the community to determine individuals’ punishments for wrongdoing.
- **Reentry circles** work in partnership with the criminal justice system and the community to support the reentry of an offender into the community.
- **School-based circles** may be used by teachers as a specific teaching style, or to address the climate in the classroom.
- **Domestic violence circles** address harm caused in the home.
- **Peacemaking circles** build relationships and promote peace within a community.
- **Healing circles** heal bonds that have been broken or create new bonds between individuals.

OVERVIEW

This activity guides you through the five phases of circles: grounding, deepening, exploring options, building consensus or a sense of unity, and closing. The circle process can serve as a way to overcome issues or disagreements, or it can serve simply to bring group members together in a safe space. We’ve left the directions fairly vague so that you can adapt them to fit the purpose of your circle.

OBJECTIVES

- To build trust among your group members
- To come to collective understandings on pressing issues
- If you’ve chosen to facilitate a specific type of circle (e.g., peacemaking), your group will have identified another, more particular objective

TIME REQUIRED

Circles can take as much time as you need or have to offer. Depending on the size of your group and the issue your circle addresses, count on at least 45 minutes. We recommend that you plan for extra time, because the discussion, depending on its complexity and depth, may very well continue far past your allotted time.

Circles also require a fair amount of preparation time. Before the circle, you need to determine its goal. Talk with group members about their issues, concerns, and needs. You then need to identify who specifically (if not your entire group) needs to be present to discuss the identified issue. Another aspect of preparation is logistical coordination; you need to gather the materials, organize a time and place, and arrange for refreshments.

SUPPLIES

Circles require few props (a “talking piece,” a center piece – one or more objects placed in the center to symbolically hold present your group’s shared values and purpose, and possibly a flip chart and markers to record your guidelines). You’ll also need a flip chart, markers, and materials for the opening and closing ceremonies. .

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	3 min	Welcome your group to the circle. Begin the circle by sharing some general information about circles. Say, “Circles are an alternative form of communication that derive from traditional Native American healing practices. Circles create a sacred space; you should feel comfortable to share your thoughts and opinions freely. There are very few real rules for circles – only those we create ourselves. There are, however, a couple of things that are very important to remember. Only one person may speak at a time, and that person is the person holding the talking piece. The other thing to remember is that we all listen to and respect whoever is talking.” In explaining circles to your group, feel free to include any information from the Understanding Circles guide that you feel is helpful.	Flip chart Markers

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WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context (cont.)		<p>Clearly state for your group the goal of your circle. Write it for all to see on a flip chart. You may want to ask participants if they have any other goals for the circle, but this step isn't always necessary because identifying a goal is part of preparation for circle.</p> <p>Before you begin the next step, be sure to acknowledge the volunteers who have helped make the circle happen.</p>	
Step 2: Grounding – opening ceremony	5 min.	<p>Formally begin your circle with an opening ceremony. The specifics of the opening ceremony will differ for each group, but many opening ceremonies include meditative music, the reading of a poem, or the singing of a song. Burning sage or incense is another common feature of opening ceremonies. (Usually, groups put the sage or incense in the center of the circle or pass it from participant to participant, using a feather to swirl the smoke and allowing participants to symbolically cleanse themselves of negative energies and prepare for sharing deeper emotions.)</p> <p>Whatever you choose, keep in mind that the goal of the opening ceremony is to ease the transition from the outer world into the reflective circle space.</p>	
Step 3: Grounding – introduc- tions and guidelines	10 min	<p>Give the taking piece to a participant to begin the first round of sharing. Pass the talking piece around the circle. When it is their turn to share, have participants introduce themselves by name and explain how they feel, why they came to circle, and what they hope to achieve in circle.</p> <p>If this is a new group, have participants develop guidelines for how they want to be while in circle (e.g., respect all opinions, confidentiality, etc.). Using the taking piece, ask for suggestions from the group. Record the suggestions on flip chart paper for all to read. If the circle is ongoing, review the guidelines you've already established and invite the group to add any additional guidelines if necessary.</p> <p>Take a complete round of the circle to indicate that each person supports the guidelines.</p> <p>Remember, the guidelines are a “living document” and can be revised at any time.</p>	<p>Flip chart</p> <p>Markers</p>
Step 4: Grounding – story- telling round	Will vary for each group	<p>Storytelling is a powerful way to move beyond masks and appearances and to develop a better understanding of one another. If the purpose of the circle involves a difficult issue, it may be useful to have a storytelling round. Invite participants to share a personal experience related to the issue (perhaps in an indirect way).</p>	

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WHAT	TIME	HOW	MATERIALS
Step 4: Grounding – story- telling round (cont.)		<p>Be sure to acknowledge everyone present in the circle. It takes courage and commitment to participate in a circle, and especially to share personal stories.</p> <p>After everyone has shared a story, summarize what you've all just experienced in phase one and restate the purpose of your circle. Use this time to further set the tone of the circle and to refine its purpose.</p>	
Step 5: Deepening	Will vary for each group	<p>Next, you may move the circle into a deepening round of dialogue. This round gets to the heart of why you called the circle. You can do this by asking participants for an expression of needs and interests (in the case of a conflict circle) or to share memories and grief (in the case of a healing circle). If small-group activities or paired sharing feels appropriate for your circle, it can be used here, but always come back to sharing in the full circle.</p>	
Step 6: Promoting healing and exploring options	Will vary for each group	<p>This next round of the circle expands its focus from what's gone wrong or what's hurting to what can be done to make things right and promote positive change. You can do this in different ways, depending on the tone your circle has taken. In many circles, especially those focused on healing, listening may be what's most needed. Passing the talking piece from person to person gives participants a chance to tell their story and have it received deeply. In other circles, you may want to focus on discussions that explore options, to break through the sensation that participants are stuck in a painful experience or self-destructive way of life.</p>	
Step 7: Building consensus or a sense of unity	Will vary for each group	<p>Some circles, such as those involved in healing or understanding, don't require decision-making, but many circles do require decision-making and conflict resolution. If your circle requires decision-making, you'll need to build consensus by building on each circle participant's input. The challenge is to weave the contributions of each participant together into a decision or solution all can agree upon.</p> <p>If your group needs to reach a consensus, tell them, “Consensus is an agreement among all of us that we're all going to 'live with the outcome' – we're going to accept a decision or course of action because it promises the best for everyone given the circumstances. To do this, we're all going to need to be patient, creative, candid about our interests and concerns, and willing to think outside the box. We're going to have to set aside our personal agendas and fixed notions about outcomes so that something larger than any one person's preconceived ideas can emerge. We're going to need dialogue, listening, and honesty.”</p>	

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WHAT	TIME	HOW	MATERIALS
Step 7: Building consensus or a sense of unity (cont.)		<p>Through dialogue, help participants identify areas of disagreement and give them serious consideration. Use this fuller awareness of differences to work toward final decisions that are inclusive, and thus stronger.</p> <p>Don't be alarmed if reaching a decision by consensus takes a long time. In fact, decision-making by consensus often takes much longer than other decision-making methods, such as voting. You can test whether you've achieved consensus by using the Consensus Level System. Go around the circle and ask each participant to state his or her level of consensus. Do this until your group reaches a full consensus.</p>	
Step 8: Closing	10 min	<p>All circles end with a closing ceremony. Much like the opening ceremony, the closing ceremony facilitates transition. This time, however, the transition is from the reflective circle back to the outer world. Design your closing ceremony to help participants feel centered and a sense of closure. Many closing ceremonies include a poem, song, or meditative music. Consider asking one of the participants (in advance) to offer the closing.</p>	Closing ceremony materials
Step 9: Follow-up	Will vary for each group	<p>Even though this step technically takes place well after the circle has dispersed, follow-up is one of the most important stages in the circle process. If you reached an agreement in your circle, make sure people are held accountable to the agreement. If you shared emotions, follow up with individuals to see how they're doing and make sure they're getting the support they need.</p>	

CONSENSUS LEVEL SYSTEM

The consensus level system involves six levels of consensus, with 1 being the strongest level of agreement and 6 being an absence of any sense of unity. Consensus is achieved when each participant chooses a consensus level of 4 or lower. If any member chooses a level 5 or 6, you have not achieved consensus. Be sure to address issues that are raised by participants who are at levels 4 and higher. If you cannot address these concerns immediately, create a process for addressing these concerns – perhaps a future circle.

Consensus Levels

1. I can say an unqualified “yes” to the proposed decision. I am satisfied that the decision is an expression of the wisdom of the group.
2. I find the proposed decision perfectly acceptable.
3. I can live with the proposed decision; I’m not especially enthusiastic about it.
4. I do not fully agree with the decision and need to register my view about why. However, I do not choose to block the decision. I am willing to support the decision because I trust the wisdom of the group. *(Group finds a way to address remaining issues.)*
5. I do not agree with the proposed decision and feel the need to stand in the way of this decision being accepted. *(Group finds a way to address remaining issues.)*
6. I feel that we have no clear sense of unity in the group. We need to do more work before consensus can be reached. *(Group finds a way to address remaining issues.)*

TIPS ON KEEPING CIRCLE

Setting the Tone

You'll want to create a safe and welcoming atmosphere for those who participate in a circle.

- Greet everyone warmly.
- In rounds that involve expressing deeper feelings, you may want to go first to show that it's safe to be vulnerable. In rounds that involve expressing views or opinions, you may want to speak last to lend balance at the end by expressing respect for all sides.
- Strive to convey an atmosphere that's open, calm, unhurried, reflective, respectful of differing views, and appreciative of each person's efforts.

Building Trust, Creating a Safe Place

- Create strong openings and closings;
- Use the talking piece;
- Speak from the heart;
- Speak with respect;
- Listen with respect;
- Remain in the circle;
- Emphasize that all participants are equal;
- Emphasize confidentiality;
- Establish guidelines;
- Create a shared set of core values for guiding the community's circle work;
- Practice acceptance;
- Use a consensus approach;
- Use ceremony and ritual;
- Practice honesty; and
- Practice humility.

Balancing Interests and Perspectives

- During circle preparation, try to ensure that all interests will be represented.
- During the circle gathering itself, make sure the dialogue is balanced.

Protecting the Integrity of the Process

At times, circles will have explosive or emotionally draining conversations. Before, during, and after these intense moments, you can take various measures to maintain the circle's integrity.

- Be clear about the circle's values and guidelines;
- Model appropriate conduct;
- When needed, offer gentle reminders of values and guidelines;
- When appropriate, use humor;
- Speak privately with individuals during breaks, as appropriate; and
- Trust the circle to work through difficult situations.

Regulating the Pace of the Circle

- If the participant holding the talking piece speaks at length *and* it appears that others are growing uneasy, you can intervene gently and ask that the piece be passed.
- Use breaks to help regulate the pace and to manage someone who is speaking at length.

Maintaining Focus

- For the circle rounds, create questions that will help keep the focus;
- Take a holistic approach to the questions; and
- Be flexible – let the circle move where it needs to go.

Participating as Yourself

- Although you are heading the circle, you are also a member of the group. Use your position with great respect and care.
- Do *not* try to maintain a detached, observer role;
- Engage in the circle process just like everyone else, stating your perceptions, expressing emotions, and sharing personal stories; and
- Speak from your own voice.

Attending to Culture and Ethnic Concerns

The circle should reflect the community that it's in. Language should be geared toward the community. Know the culture(s) of your participants so that whatever you say or do will be viewed as respectful. If you don't know or aren't sure, ask.

Using Ceremonies

Circle ceremonies move us to ways of being together that are different from what we are doing or feeling before. The ceremonies use inclusive, non-denominational, non-threatening rituals to help move people into the circle space and then out of it. Ceremonies promote a sense of community, of pulling together around shared visions, aims, and endeavors within the circle. Rituals need to be voluntary, and participants need to understand how they relate to shared principles and values. Rituals may be fun and relaxing, deeply moving, or used to help lighten things up.

Using a Talking Piece

The talking piece helps create a respectful dialogue; participants speak only when they're holding it. The talking piece will be passed around the circle. When it reaches a participant, that person has an opportunity to speak, hold the talking piece in silence, or pass it on without comment. The talking piece creates the space for each person to contribute, and silence can be as powerful as words.

The talking piece carries with it a responsibility to honor the shared values of the circle and should be used in a respectful way. During a session, the talking piece always moves in the same direction around the circle. In the circle, the talking piece helps to engage everyone in taking responsibility for the success of the process. It removes dependence on key people and spreads leadership among all participants in the circle.

Examples of talking pieces can be feathers, rocks or stones, or anything that has a specific meaning for the community.

ACTIVITY: WORLD CAFÉ

The World Café is a conversational process that brings participants together to discuss the issues that really matter. Through casual yet meaningful conversations, participants build relationships with one another and come to realize their collective interests and futures. Organizing your own World Café is a creative way to get group members together to discuss issues and share knowledge. Use tables and seating to create a relaxing, café-style atmosphere in your meeting space. In lieu of tablecloths, use butcher paper, and on each paper “tablecloth,” write a different question that you’re interested in having your group explore.

Sit four or five people at each table and appoint one of them as the table’s host. Allow 5 to 10 minutes for the participants at each table to discuss the question on their tablecloth (and draw their responses and reflections on the tablecloth). At the end of the allotted time, participants circulate to other tables while each table host remains behind to greet the next group and facilitate its discussion. Repeat this process until all participants have had a chance to visit four or five tables, thus answering and discussing four or five different questions.

Reconvene the participants as a whole group and ask the table hosts to report some of the responses they heard. This is the time for all the group members to reflect on what they learned during the discussions.

For more information about planning your own World Café exercise, check out this website: www.theworldcafe.com.

Part 2: Coming Together to Overcome Differences

Bridging differences is the essence of a youth-adult partnership. By definition, youth-adult partnerships overcome a difference in age and perspective. However, you’ll inevitably encounter more differences than just age within your group, and working to surmount these issues can be a real challenge.

In our work with KLCC II, we discovered that many of the issues group members encountered at the different sites were ultimately rooted in problems or misunderstandings with decision-making processes and power-sharing structures. Most of us can all recall a time in which we were upset by the fact that a friend or colleague didn’t include others in a decision-making process. To help youth-adult partnerships avoid such feelings of exclusion, it’s useful to talk about decision-making and power-sharing processes with your group. If your group is still developing, use these activities to set a solid foundation and expectations for how you will make decisions and share power. If your group is already established, use these activities to work past any disagreements you may encounter.

ACTIVITY: CHARTING DECISION-MAKING AND POWER SHARING

(Adapted from the Points of Light Foundation’s Young People as Decision Makers Youth Outreach handout: “Mapping Youth for Youth Involvement”)

The decision-making process can be a means of exclusion or inclusion, yet it often goes unexamined. Mapping the process not only prompts discussion about decision-making but also leaves participants with a tangible product for their thoughts. You can map decision-making for any organization in any of the sectors of community – your greater community, a business, a non-profit, or even your own group.

OVERVIEW

This activity “maps” where people in the community participate in making decisions.

OBJECTIVES

- To identify strengths in the community’s current system of engaging people in the decision-making process
- To identify opportunities for increased sharing of power

TIME REQUIRED

Approximately 1 hour

SUPPLIES

You’ll need flip chart paper, markers, pens with three different colors of ink for each participant, and copies of **Handout 4B**.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	<p>Begin the activity with a short discussion about decision-making. Say to the group, “Think about the process of making decisions. Is it easy or hard? Why? Are there decisions about what goes on in this community that you’re a part of? Are there decisions that you are glad are made for you? Are there decisions that others make that you think you or others should be able to participate in making? Why? What does decision-making have to do with power?”</p> <p>“For the next 50 minutes, we’re going to explore some of these ideas in greater depth, creating maps of where decisions are made in this community, who is making them, and what that means for our work and the community as a whole.”</p>	
Step 2: Mapping	20 min	<p>Review the directions written on Handout 4B, asking for examples as you go, and creating the beginning of a sample map on a piece of flip chart paper that the whole group can see.</p> <ol style="list-style-type: none">1. Think about the organizations and groups in the community that make decisions that affect the community. Include the organizations and groups that you’re a part of and those that you’re not part of. In the square below, draw a representation of these groups and organizations. You can draw them geographically, as they exist on a map, or you can do a drawing that is a symbol for what they represent to you.2. Using a different ink color, list the groups of people in each of those organizations who are involved in making decisions.3. With another ink color, make a star to indicate the areas where opportunities exist to increase participating in decision making and sharing of power.	<p>Copies of Handout 4B</p> <p>Flip chart paper</p> <p>Markers</p> <p>Pens (three different ink colors for each participant)</p>
Step 3: Sharing	20 min	<p>If the group is small, offer each person a chance to share his or her map with the group. If it’s large, split into smaller groups with a facilitator in each group.</p>	
Step 4: Reflecting	10 min	<p>Ask the following reflection questions:</p> <ul style="list-style-type: none">■ What images from the maps stand out to you?■ Were there any surprises for you as people shared?■ What similarities did you see in people’s maps?■ What differences?■ In general, who is making decisions that affect the community?■ Why is that the case?■ Who is being left out of the decision-making process? Why?■ In what areas should more people be involved in decision-making?■ What are some strategies that we can use to increase shared decision-making in the community? <p>Appoint a volunteer to record the answers to the final two questions on the flip chart. Use these notes in your follow up discussions.</p>	<p>Flip chart</p> <p>Markers</p>

Possible Adaptation of This Activity

- Use it specifically to look at how young people, women, people of color, or any other group is involved in decision-making and power sharing.
- Use it in combination with resource mapping to examine how people who represent different sectors of the community are involved in decision-making and power sharing (see **Mapping the Sectors of Involvement** in Section 1).
- Use it in combination with a strategic planning activity to identify the root causes of some of the barriers that the community faces (try the **Fishbone** activity in Section 6).

HANDOUT 4B: CHARTING DECISION-MAKING AND POWER SHARING

- 1. Think about the organizations and groups in the community that make decisions that affect the community. Include the organizations and groups that you are a part of as well as those that you are not part of. In the sphere below, draw a representation of those groups and organizations.
- 2. With a different ink color, list the group of people in each of those organizations who are involved in decision-making.
- 3. With another ink color, make a *star* to indicate the areas where opportunities exist to increase participation in decision-making and sharing of power.

(Adapted from the Points of Light Foundation’s Young People as Decision Makers Youth Outreach handout: “Mapping Your Program for Youth Involvement”)

Handout 4B

ACTIVITY: ESTABLISHING A DECISION-MAKING PROTOCOL

After you’ve discussed who makes decisions in your groups and how and why they make them, it’s important to establish a decision-making protocol. If you discovered that your group’s decision-making process was more exclusive than inclusive, this is one of many ways to engage more members in the process. If your process was already fairly inclusive, establishing group consensus on a decision-making protocol may streamline the process for the future.

OVERVIEW

This activity is participatory and designed to develop recommendations for how a group makes decisions.

OBJECTIVES

- To become familiar with the types and nature of various decision-making methods
- To make recommendations for the type of decision-making to be used by the group

TIME REQUIRED

Approximately 1 hour

SUPPLIES

You’ll need copies of **Handout 4C**, a flip chart, and markers for this activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	10 min	Say, “One of the most crucial tasks for a group is to establish a decision-making protocol. Groups feel empowered when members understand how to make decisions. Let’s look at some of the styles of decision-making.” Refer to Handout 4C . Tell the group that the style and structures are not mutually exclusive; group members can use elements of more than one. Have the group quickly think of some of the advantages and disadvantages of each.	Handout 4C
Step 2: Being consultants for your group	30 min	Say to the group, “For the next 30 minutes, you’re not going to be members of this group. Instead, you’re going to be consultants, applying what you know and feel about your group. The purpose of this step is to come up with a set of clear recommendations for a decision-making protocol. Make sure that you carefully weigh pros and cons.” Tell the groups, “Refer to the handout. Record your recommendations on flip chart paper. Select one member of your team to report to the full group about your recommendations.” Split the group into two or three teams, ensuring diverse representation in each team.	Flip chart paper Markers

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WHAT	TIME	HOW	MATERIALS
Step 3: Reporting	15 min	Give each team 5 minutes to share its recommendations and answer questions.	
Step 4: Discussing and deciding	15 min	Ask the group the following questions: ■ What stands out for you about the presentations? ■ What ideas are you excited about? ■ What ideas give you a little concern? ■ On which things do we seem to agree or disagree? ■ Based on what you heard, what recommendations would you make for our group? ■ What are the next steps that we need to take?	

HANDOUT 4C: STYLES AND STRUCTURES FOR MAKING DECISIONS

Consensus:

We probe issues until everyone’s opinions are understood, especially opposing opinions. The decision is made only when all members of the group say that they can live with that decision.

Working consensus:

We probe issues until everyone’s opinions are understood, especially opposing opinions. The decision is made when two-thirds of the group members say they can live with that decision.

Democratic:

We discuss the options enough so that people understand the consequences of the majority vote. We establish the ground rule that the opponents support the decision, even though it was not their choice. Then we vote and count.

Advisory group:

We appoint a group of experts to make decisions for the group or to recommend decisions.

Leadership team:

We form a subgroup that represents the whole group. This group makes decisions.

Weighted:

When we make a decision, some group members’ voices and opinions are given more weight than other members’ voices.

Organizational veto:

If one group disagrees with a decision, it can pull out of that activity. The next time we make a decision, they are part of it.

(Segments adapted from *The Collaboration Handbook*, Amherst H. Wilder Foundation, 1997.)

Individual Leadership and Relationship Development

Collective leadership arises when individual leaders come together around a shared goal; developing leaders who are ready to move toward collective leadership is an integral part of this work. Strong individual leadership and strong collective leadership arise, in part, from strong relationships.

The members of the Mi Casa Resource Center in Denver saw this connection between relationship building, individual leadership, and collective leadership in the development of one of the young people involved with the program. This young man did not initially attend Mi Casa's meetings as a group member but sat on the sidelines as his older siblings participated in the group's activities. As time passed, he began to feel more comfortable with the Mi Casa family and to develop relationships with other members, and in short time, he discovered his own leadership potential.

One day this shy young man, so accustomed to merely observing the group's activities, asked to become a formal member of Mi Casa. Recently, he participated in a collective with Denver youth and adults, sharing his newfound leadership skills with a new community and engaging in true collective leadership.

Your group can achieve strong leadership development in its members by focusing on relationship – building. This section is filled with activities to help you do just that. Some activities provide meaningful ways for members to get to know one another; others foster thoughtful discussions that enable members to bond more deeply. All activities have the same goal: building relationships and individual leadership to achieve collective leadership.

Part 1: Simple “Getting to Know One Another” Activities

All strong relationships have to start somewhere: a simple smile, a shared laugh, a common interest. These small connections are part of a foundation that is essential to building stronger, deeper relationships. The activities in this section are some fun and effective ways for your team members to get to know one another.

TIPS: HOW TO HOST SUCCESSFUL COMMUNITY DINNERS

One KLCC II site used a community dinner to launch its new program for collective leadership and a just community. Because the group was so large, everyone wore a nametag. The organizers lined the walls of the gathering space with butcher paper and encouraged guests to write their own definition of “just community” on the paper. The event grew from a simple, commonsense idea, but the dinner was a huge success: The food was local and delicious, the organizers created a true sense of space for the newcomers, and everyone who attended received sufficient information about the program.

Community dinners can serve many functions. You can use dinners as a recruitment tool or to create ownership in an established group. These events are about building relationships, creating awareness of your group’s work in the community, and learning about one another in an informal setting.

Tips for hosting a successful – and fun – community dinner:

- **Goals.** Identify your goals for the dinner, for example, to create better relationships, to sell your program, to bring more people to the table (literally).
- **Agendas.** Create an agenda for your time together, even a simple one. Agendas help you clarify what’s most important, keep everyone on track, and ensure that everything you want to happen during the dinner gets done. Agendas also help those with a visual learning style. Your agenda might include an icebreaker or time to work in small groups.
- **Food.** If you’re preparing food, ask community members what they would most like to eat. If you’re ordering food, try a local restaurant or caterer. If you know ahead of time who’ll be attending, potlucks can be a lot of fun and help create a sense of community. Make sure everyone has something to eat (and enough of it) – that there’s food for members who are vegetarians, vegans, or have special dietary restrictions. But remember: Simplicity is great – never rule out pizza!
- **Comfortable atmosphere.** Although food is clearly a crucial part of a meal-centered event, your gathering is really about making people feel welcome so that they can begin conversations about ways to create change. Make sure you have someone at the front door to greet people as they arrive. If this is a new group, use nametags. Scatter organizers throughout the group to circulate and make sure that no one is left out of the conversations. Mingling before everyone sits down to eat gives you a chance to collect contact information on a sign-in sheet so that you have it for future functions.

- **Welcome and introductions.** Make sure to welcome members and state the purpose of the community dinner (usually before guests eat or after they have their food). Introduce people the community needs to know. If there’s an agenda, point it out for those people who like to follow along. Icebreaker activities are best done before guests start eating – no one likes to talk with a mouth full of food. (For icebreakers, we liked **One-on-One Interviews** on page 93.)
- **Collective ownership.** Mix up the facilitation among several people to create a sense of collective ownership. Use young people as much as possible in the facilitation. Be sure to have a back-up plan for facilitation, and pay attention to the cues your group gives so that you can meet its needs.
- **Wrap-up.** Conclude your dinner with “next steps” that you want to take as a group and a discussion of how to use the skills of those present. In a smaller group, a reflection exercise may be appropriate. Explain that this opportunity for youth and adults to come together, learn, and share with one another deserves a chance for reflection and celebration. (**Head, Heart, and Feet** on page 94 is one of our favorite reflection exercises.) When you thank dinner attendees for joining you, be sure to ask for comments or questions they may want to share.
- **Follow-up.** If possible, find a way to bring everyone back within 2 weeks to keep momentum going and to create a cohesive group. After recruitment, your group truly has a world of opportunities, but this can be overwhelming for both members and organizers. To help people feel that they’re making a difference, some groups followed their community dinner with an action-oriented activity such as cleaning up a park or painting parts of the neighborhood. After activities like these, groups are able to think about the broader issues in the community that they hope to change.

ACTIVITY: ONE-ON-ONE INTERVIEWS

OVERVIEW

This activity helps the members of your group discover what they have in common. It works best at the beginning of a meeting.

OBJECTIVES

- To break the ice among group members at the beginning of a meeting
- To help group members discover what they have in common
- To help group members get to know one another and have fun

TIME REQUIRED

Approximately 20 minutes

SUPPLIES

You'll need a flip chart and markers to record group members' responses.

WHAT	TIME	HOW	MATERIALS
Step 1: Introducing the group	2–4 min	Ask your group to split up into pairs and find three things they have in common with their partner. These commonalities should not be physical but things that pertain to work, school, family, favorite foods, etc.	
Step 2: Doubling partners	3–5 min	Have each pair join with another pair to create small groups of four people and again find commonalities. Remind people to be creative in their ideas.	
Step 3: Creating common- ality for the entire group	10–15 min	Bring the whole group back together and have each four-person cohort share its three common characteristics. You'll usually find that it's difficult at first for the small groups to think of common traits, but many people in the larger group will easily find things in common.	Flip chart Markers

ACTIVITY: HEAD, HEART, AND FEET

OVERVIEW

Intended as a meeting's closing activity, this exercise helps group members reflect on what they gained at the meeting and learn from other members' responses.

OBJECTIVES

- To reflect on the events of the meeting
- To articulate what members learned and felt during the group meeting
- To identify what your group's next steps will be

TIME REQUIRED

Approximately 40 minutes, depending on the size of your group

SUPPLIES

You'll need a flip chart and markers in three colors (one each for head, heart, and feet) for this activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Creating the chart	1 min	On a flip chart, draw a picture of a person. Be sure to exaggerate the head, chest, and feet. Draw a heart on the chest.	Flip chart Markers
Step 2: Setting the context	2 min	Explain to the group, "To close this meeting, we're going to reflect honestly on what we learned, what we felt, and what we will do when we leave this meeting. That's the head, heart, and feet you see on this drawing." * If time is limited or the group is large, instruct participants to select only one reflection – head, heart, or feet.	
Step 3: Sharing and learning from one another	20–30 min	Provide an example for your group, for example: Head: "I learned about the different experiences that we all bring to the table and how we can begin to work together." Heart: "I felt really proud to be a part of this group, and I can't wait to get started on the work." Feet: "I'm going to act on this by talking with some of the other community members and telling them about our next gathering." Have group members share their responses and, using markers in three different colors, write their comments next to the corresponding area on the flip chart paper: heart, heart, or feet. Use more paper as needed.	
Step 4: Reflecting	5 min	Process the activity using the following questions: <ul style="list-style-type: none">■ What themes did you hear?■ What insights do you need to remember?■ In what future situations can you use these insights?■ How can you apply them?	

ENERGIZERS

Energizers are a great way for people to have fun. They’re like icebreakers in that they’re short activities that introduce group members, but energizers also ensure that group members remain excited about more intense work and don’t become bored with the group dynamics. This section describes two energizers that KLCC II especially liked. You can find many more with a simple online search.

Handshake Activity

Have participants pair up with someone they haven’t yet met or don’t know well. Ask each pair to come up with and perform a “unique handshake.” Then have participants pair up with a different person and again create and perform a new “unique handshake.” Repeat this for as many rounds as you’d like (or have time for). At the end of the activity, ask participants whether they remember each handshake partner. This tests how well the paired partners got to know each other during the game.

Pass the Move

Have participants stand in a circle. Choose one person to begin the activity. This person will “bust a move” – a dance move, a stretch, a random motion, anything. The rest of the circle copies the move, beginning with the person directly to the right and moving counter-clockwise around the circle. When the initial move has made it approximately halfway around the circle, have the next person bust a move for every person to imitate. Keep “passing the moves” around the circle until all participants have introduced a move to the group.

ACTIVITY: SURVEYING WITH MARBLES

Asking questions of participants in a safe and fun environment is a great way to begin to build relationships among group members. But with large groups, or even with small vocal groups, it’s difficult to remember everyone’s responses. This exercise helps group members visualize their peers’ responses in a concrete way and keep the considerations and needs of others present throughout the community-change effort.

OVERVIEW

This activity gleans evaluation and survey information from participants and strengthens relationships among members. The instructions that follow assume that you are surveying based on age groups (ages 13–14, 15–24, 25–55, and 56–100); however, you can survey according to any grouping you like, (e.g., gender, type of community you live in).

OBJECTIVES

- To create a fun environment
- To gather information about participants

TIME REQUIRED

30 minutes (15 minutes of preparation and set-up time)

SUPPLIES

You’ll need marbles of different colors (a separate color for each group – e.g., age or gender – and enough of each color for everyone in that group to use for each statement), glass or clear plastic containers – vases or jars work well – (one for each statement), and “statement cards” See **Sample Statements for “Surveying with Marbles”**.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting it up	15 min	Set out glass vases with statement cards underneath – one container for each card. Be sure the container is wide enough at the top for marble to fit in and large enough to hold a lot of marbles. Also be sure that participants can read the questions easily.	Glass or clear plastic containers Marbles Cards with statements
Step 2: Explaining the activity	10 min	Bring participants together and tell them, “We all have different-colored marbles according to our ages (or whatever groupings you’re using). I’m going to read a series of statements aloud – these are the same statements that are next to each container. If the statement is true for you, put a marble into the corresponding container.” Read the first set of statements: “You are a youth (under the age of 25).” “You are an adult (ages 25–55).” “You are an elder (ages 56 and older).” For each statement, give the participants time to put their marbles in the appropriate container. Then read the remaining statements. Allow members to mingle.	

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WHAT	TIME	HOW	MATERIALS
Step 3: Reviewing the results	5 min	After everyone has finished, gather the containers and share the results with the participants. You can do this by actually counting the marbles or simply displaying the containers with the results. You may want to record the information gathered for later use.	

SAMPLE STATEMENTS FOR “SURVEYING WITH MARBLES”

- You are a **youth** (under the age of 25). You are an **adult** (ages 25–55). You are an **elder** (ages 56 and older).
- You feel like a youth. You feel like an adult. You feel like an elder.
- You live in the community where you were born.
- You participate in a youth-adult partnership.
- Your life has been changed because of (insert program name here).
- You feel the power of the collective in your work.
- You believe you can make change in your community.
- You feel that your voice is heard during this workshop.
- You have learned something new during this workshop.
- You have had fun during this workshop.

ACTIVITY: SIX DEGREES OF SEPARATION

Sometimes, especially with large groups, it’s easy for people to feel that they are close to only a handful of other group members. Reminding group members that they’re closely connected to everyone in the group – if only by the common commitment to community change – is a healthy way to strengthen relationships within your group.

OVERVIEW

This activity brings people together in a creative, fun way and helps group members get to know one another. You can use it as an icebreaker or with a large group to go a bit deeper in relationship building.

OBJECTIVES

- To promote youth-adult partnership
- To deepen relationships
- To have fun

TIME REQUIRED

25 minutes

SUPPLIES

No supplies are needed for this activity.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	3 min	Tell the group, “We’re going to discover how many degrees of separation there are among members of this group. Everyone, please think of one question that would help you learn about someone else’s core – who they really are.” Give participants a few minutes to think of a good question.	
Step 2: Asking questions	10 min	Have participants ask their question to a few different people (probably about two or three – possibly only one person if the group is very small).	
Step 3: Showing the connections	5 min	Select a few people to stand up (e.g., people who have a July birthday). Then ask the rest of the group, “Did you ask your question to one of these people? If so, please stand up.” Ask this same question (“Did you ask your question to one of these people? If so, please stand up.”) five times in a row. By the fifth time you ask, everyone in the room who participated should be standing – thus, the six degrees of separation.	
Step 4: Speaking out	5 min	Ask participants to share the questions they were asked and the answers they gave, or the questions they asked and why they thought this was connected to a person’s core. Allow time for sharing.	

ACTIVITY: APPRECIATION WALL

During the beginning phases of relationship building, it’s important that group members articulate what it is exactly that they appreciate about each other. Of course, learning names, faces and personal stories is important too. When group members feel they’ve bonded with their peers, relationships within the group grow; when group members become aware of the personal gifts and qualities that their peers appreciate, members more freely contribute these gifts to the group’s work – your group will see even more pronounced success in their work (not to mention a self esteem boost!)

OVERVIEW

This exercise offers participants an opportunity to learn each other’s names and faces, share stories about their life, and tell one another what they appreciate about each other – in short, participants get to know each other in a meaningful way.

OBJECTIVES

- To share participants’ experiences
- To identify commonalities between youth and adults

TIME REQUIRED

Approximately 30 minutes

SUPPLIES

You’ll need a Polaroid or digital camera, a printer (if you’re using a digital camera), stapler, copies of **Handout 5A** for all participants, and writing implements (pens or pencils).

WHAT	TIME	HOW	MATERIALS
Step 1: Welcoming participants	5 min	As group members arrive at the meeting, take a Polaroid or digital picture of each person. If you take digital pictures, print them. Staple each participant’s photo to a copy of Handout 5A , and give participants the handout that has their picture. Welcome participants to the activity and ask that everyone take a seat in the circle.	Polaroid camera or digital camera and printer Stapler Copies of Handout 5A
Step 2: Pairing up	5 min	When everyone is seated, have participants look across the circle until they make eye contact with someone. This person will be their partner for the exercise. Have each pair find a spot in the room where they can sit facing each other. Then have the pairs greet and exchange pictures.	
Step 3: Listening and sharing	20 min	Invite the pairs to take turns interviewing each other, using the questions on Handout 5A , and write their partner’s responses on the handout.	Pens or pencils
Step 4: Discussing and reflecting	10 min	Come back together as a full group and ask participants to share one thing they learned about their partner.	

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WHAT	TIME	HOW	MATERIALS
Step 5: Appreciating	3 min	Ask participants to write down something they appreciate about their partner in the space on the paper below their partner’s picture.	
Step 6: Deepening	Ongoing	Hang the handouts with pictures up in your meeting space so that participants can learn names and faces. Encourage participants to continue writing appreciations as they get to know one another throughout the project.	

HANDOUT 5A: GETTING TO KNOW YOU...

Name _____



- 1. What motivates you?
Inspires you? Drives you to excel?
- 2. What is something most people don't know about you?
- 3. What is the best vacation you've ever been on, and why?

Appreciations:

ACTIVITY: COMPARISONS

Creating a safe space where group members can develop their likes and dislikes is an important piece of the foundation for strong relationships. Even when the space you create is a safe one, group members may be timid about speaking their preferences, ideas, and opinions. One way to overcome this shyness is by inviting group members to share their thoughts on a wide array of choices. When participants feel comfortable defending their preference of chocolate or vanilla ice cream, they're more liable to feel comfortable discussing their opinions on the heavy topics associated with community change and youth-adult partnerships.

OVERVIEW

This icebreaker will help people better understand one another while establishing a safe, fun environment. The comparisons can be as simple or as deep as you like. The questions you choose will depend on the comfort level of your group.

OBJECTIVES

- To facilitate different types of people getting to know one another
- To help young people better understand adults and vice versa
- To help people of different backgrounds better understand one another
- To create a safe environment for learning and playing

TIME REQUIRED

20–30 minutes

ADVANCE PREPARATION

You'll need to come up with a list of comparison questions (e.g., car or truck; visionary or legacy; ice cream or popsicle; MySpace or Facebook).

SUPPLIES

The only material you need for this activity is the list of questions you put together – paired choices to ask the group.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Tell the group, “We’re going to do an activity that gets us talking about our preferences. I’m going to give you two options, and you’re going to pick the one that best describes you and explain your choice. For example, if I say ‘Extrovert or introvert?’ think about which word describes you best and why. People who chose ‘extrovert’ will go to one side of the room; people who chose ‘introvert’ will go to the other. If you can’t decide between the two choices, there’s a middle place to stand.”	List of comparison questions
Step 2: Making it easy	10 min	Begin with a few easy comparisons like “Car or truck?” and “Ice cream or popsicle?” Each time you give choices, point to the side of the room participants should go to for each option (e.g., point to the left side of the room while saying “car” and the right side of the room while saying “truck.”)	

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WHAT	TIME	HOW	MATERIALS
Step 3: Upping the ante	10 min	Continue with the easy questions until you feel it's time to move on to more thoughtful comparisons, such as "Thinker or doer?"; "Planned or spontaneous?"; "Behind the scenes or in front?"	
Step 4: Sharing with the group	5 min	After each choice, ask a few people on each side (and in the middle if there are any) to volunteer to explain their choice. If nobody volunteers, call on a few people at random.	
Step 5: Reflecting on the experience	5 min	Ask a series of discussion questions: <ul style="list-style-type: none">■ What did you notice?■ How did it feel to be part of the group?■ How did it feel to be alone with your choice (if that happened)?■ Were you surprised by anything you saw?■ Were you surprised by anything you chose?■ What did you learn?	

ACTIVITY: COLOR OUR WORLD WITH INSPIRATIONS

Even though the idea of youth-adult partnerships is a relatively new one, the notions of community change and relationship building are not. Throughout history, leaders have commented on what it means to care and what it means to support and believe in yourself and others, and their words are inspirational.

Capitalize on these great words by providing your group members with a list of inspirational quotations. Have participants pick their favorite quotation (or create their own), write it on a piece of paper, and then unleash their creativity by personalizing the quotation with their own decorations. Use the decorated phrases to decorate your space and “color your world with inspirations.”

For this activity, you need paper, art supplies, and a list of inspirational quotations – that’s it. We’ve included a list of quotations to get you started, but feel free to add more. Meaningful quotations can come from anywhere – *Bartlett’s Familiar Quotations*, your favorite books or songs, family or cultural sayings, bumper stickers, and even community bulletin boards.

QUOTABLE QUOTES

On believing...

- We must find time to stop and thank the people who made a difference in our lives. –*Dan Zadra*
- Surround yourself with people who believe you can. –*Dan Zadra*
- There are people who take the heart out of you, and there are people who put it back. –*Elizabeth David*
- Be grateful, truly grateful, for those good friends or thoughtful people. –*Shawna Corley*
- There are low spots in our lives, but there are also high spots and most of them have come through encouragement from someone else. –*George Adams*
- If the people around you don’t believe in you, if they don’t encourage you, then you need to find some people who do. –*John Maxwell*
- Somebody saw something in you once – and that is why you’re where you are today. Thanks to them! –*Don Ward*
- Long before I was a success, my parents made me feel like I could be one. –*Toni Morrison*
- I made you a kite so you would have to look up. –*Uncle Pete*
- I think my parents recognized something in me that they encouraged instead of deflated, and I’ll always be grateful to them for that. –*Graham Nash*
- I was lucky to be brought up loved. Not that everything I did was liked, but I knew that I was loved – and knowing this gave me the ability and freedom to be who I wanted to be. –*Bernie Siegel, M.D.*
- We all have the extraordinary coded within us, waiting to be released. –*Jean Houston*
- Most people see what is and never see what can be. –*Albert Einstein*
- It requires the eyes of faith to see the undeveloped butterfly in the caterpillar. –*Margaret Larson*
- Faith helps you succeed when everything else fails. –*Dawn Ewing*

- My mother taught me very early on to believe I could achieve any accomplishment I wanted to. The first was to walk without braces. –*Wilma Rudolph*
- Thank you for believing in me before I believed in myself. –*Kobi Yamada*
- Believe that there's light at the end of the tunnel. Believe that you might be that light for someone else. –*Kobi Yamada*
- A good teacher is one who helps you become who you feel yourself to be. –*Julius Lester*
- You must believe in yourself, my child, or no one else will believe in you. Be self-confident, self-reliant, and even if you don't make it, you will know you have done your best. Now go to it. –*Mary Hardy MacArthur*
- If I have the belief that I can do it, I shall surely acquire the capacity to do it. –*Mahatma Gandhi*
- Virtually every great accomplishment or movement was started by someone who believed passionately in something – and someone who believed passionately in that person. –*Margaret Warren*
- Those who believe in our ability do more than simulate us. They create for us an atmosphere in which it becomes easier to succeed. –*John H. Spalding*
- By choosing to believe and expect the best about people, you are able to bring out the best in them. –*Bob Moawad*
- The greatest good we can do for others is not to share our riches but to reveal theirs. –*B.J. Marshall*
- Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and try to follow where they lead. –*Louisa May Alcott*
- Somewhere someone is looking for exactly what you have to offer. –*Louise L. Hay*
- Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light. –*Albert Schweitzer*
- Thanks for showing me that even on the darkest, rainiest days the sun is still there just behind the clouds, waiting to shine again. –*Albert Schweitzer*
- I'd like to brush the gray from out of your skies and leave them only blue. –*Edgar Guest*
- People must believe in each other, and feel that it can be done and must be done; in that way they are enormously strong. –*Vincent van Gogh*

On caring...

- Caring is everything. –*Baron Friedrich Von Hugel*
- What matters in today's world is not the difference between those who believe and those who do not believe, but the difference between those who care and those who don't. –*Abbé Pierre*
- I will act as if I do make a difference. –*William James*
- When you care, people notice. –*Susane Berger*
- Do the things that come from the heart. When you do, you won't be dissatisfied, you won't be envious, you won't be longing for somebody else's things. On the contrary, you'll be overwhelmed with what comes back. –*Morrie Schwartz*
- Small tokens of sincere consideration or love carry messages far beyond their size. –*Karl-Hans van Fremde*
- The manner of giving is worth more than the gift. –*Pierre Corneille*
- Too often, we underestimate the power of a touch, a smile, a kind word, or the smallest act of caring, all of which have the potential to turn a life around. –*Leo Buscaglia*
- When we recall the past we usually find that it is the simplest things – not the great occasions – that in retrospect give off the greatest glow of happiness. –*Bob Hope*

- We cannot explain why these little signs mean so much to us. But the fact is that a word of thanks for some small thing can transform our day. –*Jeanne Reidy*
- Caring is a powerful business advantage. –*Scott Johnson*
- Take pride in what you do. The kind of pride I'm talking about is not the arrogant puffed-up kind; it's just the whole idea of caring – fiercely caring. –*Red Auerbach*
- Care more than others think wise. Risk more than others think practical. Expect more than others think possible. –*Unknown*
- Love people. Use things. Not vice-versa. –*Kelly Ann Rothaus*
- It's human nature to think about ourselves. It's human relations to think about others. –*Bob Moawad*
- I use the business to make great people. I don't use people to make a great business. –*Ralph Stayer*
- We are only as good as what we love. –*Sam Bellow*
- When you love your work, it shows. –*Audrey Woodhall*
- Know what you are doing. Love what you are doing. Believe in what you are doing. –*Steve Musseau*
- When I give, I give myself. –*Walt Whitman*
- People want to make a difference and be respected. Is that a surprise? –*Paul Ames*
- If people believe in the company they work for, they pour their heart into making it better. –*Howard Schultz*
- The greatest tragedy is indifference. –*The Red Cross*
- Seven national crimes: I don't think. I don't know. I don't care. I am too busy. I leave well enough alone. I have no time to read and find out. I am not interested. –*William Boetcker*
- If we have no peace, it is because we have forgotten that we belong to each other. –*Mother Teresa*
- You can really change the world if you care enough. –*M.W. Edelman*
- I believe that one of the most important things to learn in life is that you can make a difference in your community no matter who you are or where you live. I have seen so many good deeds – people helped, lives improved – because someone cared. –*Rosalyn Carter*
- Some people make the world more special just by being in it. –*Kelly Ann Rothaus*
- Children will not remember you for the material things you provided but for the feeling that you cherished them. –*Gail Grenier Sweet*
- It is lovely when I forget all birthdays, including my own, to find that somebody remembers me. –*Ellen Glasglow*
- I am so glad you are here. It helps me to realize how beautiful my world is. –*Rainer Maria Rilke*
- The human heart, at whatever age, opens to the heart that opens in return. –*Maria Edgeworth*
- The thoughtful little things you do each day have an accumulated effect on all our tomorrows. –*Alexandra Stoddard*
- Caring means you simply give to others a bit of yourself – a thoughtful act, a helpful idea, a word of appreciation, a lift over a rough spot, a sense of understanding, a timely suggestion. –*Charles H. Burr*
- When I count my blessings, I count you twice. –*Irish proverb*
- Take good care of yourself, just as you have taken such good care of others. –*Dan Zadra*
- Treasure this day, and treasure yourself. Truly, neither will ever happen again. –*Ray Bradbury*

On supporting...

- You can’t be human alone. –*Unknown*
- No one can go it alone. Somewhere along the line is the person who gives you faith that you can make it. –*Grace Gill Olivarez*
- My heart gives thanks for empty moments given to dreams, and for thoughtful people who help those dreams come true. –*William Braithwaite*
- Surround yourself with people who respect you and treat you well. –*Claudia Black*
- Those whom we support hold us up in life. –*Maria von Ebner-Eschenbach*
- I get by with a little help from my friends. –*John Lennon*
- Cherish your human connections – your relationships with friends and family. –*Barbara Bush*
- Mentor each other unselfishly. –*Heroic Environments*
- Friends are kind to each other’s hopes. They cherish each other’s dreams. –*Henry David Thoreau*
- If someone listens, or stretches out a hand, whispers a kind word of encouragement, or attempts to understand, extraordinary things begin to happen. –*Loretta Girzartis*
- Alone we can do so little, together we can do so much. –*Helen Keller*
- The nice thing about teamwork is that you always have others on your side. –*Margaret Carty*
- Draw strength from each other. –*James A. Renier*
- The idea is not to see through one another, but to see one another through. –*C.D. Jackson*
- Loyalty means not that I agree with everything you say, or that I believe you are always right. Loyalty means that I share a common ideal with you and that, regardless of minor differences, we strive for it, shoulder to shoulder, confident in one another’s good faith, trust, constancy and affection. –*Dr. Karl Menninger*
- Friends are those rare people who ask how we are, and then wait to hear the answer. –*Ed Cunningham*
- My friend picked me up when I was down, made me laugh though my eyes were full of tears, held me close when there was nothing else to do. –*Lisa Willow*
- It takes each of us to make a difference for all of us. –*Jackie Mutcheson*

Part 2: Deeper Activities

When your team members are familiar with one another and have laid the foundations of genuine relationships, you can work with them to strengthen these relationships. The activities in this section work to that end – building strong, sustainable relationships among your group members, despite differences of age, backgrounds, and experiences. You can use these activities to grow fledgling relationships or to deepen existing one.

ACTIVITY: RIVER OF LIFE

Every person has a rich life story that reflects both hard places and great celebrations. Taking the time to hear those stories increases appreciation for different experiences and the perspectives that arise from these experiences. This activity, introduced to KLCC II by Public Policy and Education Fund of New York, a KLCC I organization, works best when group members are comfortable with one another but still forming connections, for example, during the second day of a weekend retreat.

OVERVIEW

This activity allows each person to be seen and heard, thus strengthening the group’s trust, understanding, and appreciation for the gifts and talents of each group member.

OBJECTIVES

- To build trust within the group
- To increase the knowledge of experiences that inform different perspectives

TIME REQUIRED

Anywhere from 30 minutes to 2 hours

SUPPLIES

You’ll need paper (at least 11 X 14 inches) for each participant, art supplies (markers, glitter, stickers, construction paper, glue, popsicle sticks, etc.).

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	15 min	<p>Tell the group, “We’re going to create a picture that reflects the river of your life. Like a river, your life has a certain flow. There are times when a river is rushing and flowing over the banks. At other times, the river goes over rapids and rocks or moves slowly and peacefully. Take a few minutes to consider where you have been and what has been significant in shaping the direction of your life.”</p> <p>Ask participants to use the art supplies to create a picture that describes their life journey. Allow approximately 15 minutes for participants to create their pictures.</p>	<p>Paper</p> <p>Art supplies</p>

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WHAT	TIME	HOW	MATERIALS
Step 2: Sharing the journeys	At least 10 min	Ask for volunteers to share their pictures. Have them tell the group about their journey and what the images they drew represent in their life. Ask that the rest of the group give their full attention to the person who's sharing, and that all questions and comments wait until the end. Allot 5–7 minutes for each participant. If you group is too large for it to be feasible that everyone hears all of the stories, you can divide into smaller groups of 5 or 6 people.	Paper Art supplies
Step 3: Reflecting and discussing	10 min.	When everyone has finished sharing, ask a series of questions to prompt group discussion: <ul style="list-style-type: none">■ What was it like for you to tell your story to this group?■ What was it like for you to hear all of these stories?■ What surprised you?■ What insights have you gained about our group?	

ACTIVITY: WHAT ARE YOUR CORE VALUES?

An ethical leader is a person who acts with integrity. Thus, ethical leadership entails knowing your core values and having the courage to act on them on behalf of the common good. Of course, “core values” are a deeply personal concept that requires a lot of reflection. The Center for Ethical Leadership created and introduced this activity to KLCC II to facilitate this reflection.

OVERVIEW

This activity guides participants through the self-reflection process to help them identify their core values – those that will always be important to them. You can adapt the activity to examine group values as well (see Roca’s example of this in **Identifying Your Group’s Core Values**).

OBJECTIVES

- To engage your group in a reflection about what is most important to them
- To help group members identify their core values
- To increase group members’ self-confidence

TIME REQUIRED

Approximately 40 minutes

SUPPLIES

You’ll need copies of **Handout 5B** (“Core Values Assessment”) and a pen or pencil for each participant.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Pass out Handout 5B to the group members. Tell them, “Identifying your core values is an integral part of being an ethical leader. You may need to do some serious reflection before you know for sure what your core values are.” Have participants review the list of values on the handout. Note the blank lines at the bottom, which participants can use to add any values that are important to them that aren’t on the list. Remind the group members, “Be sure to pay close attention to your inner dialogue as you review this sheet. How you reflect on these values will reveal interesting truths about yourself; you just have to listen.”	Handout 5B Pens or pencils
Step 2: Starring important values	5 min	Tell the group, “Put a star next to all the values that are important to you, including any you added. These are your personal set of values.”	

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WHAT	TIME	HOW	MATERIALS
Step 3: Narrowing it down	5 min	Tell participants, “Narrow your personal set of values to eight. Cross off the less important values and circle the more important values. Remember, you’re not throwing away the values you cross off; you’re simply narrowing down the list to determine your <i>core</i> values.”	
Step 4: Narrowing it even more	5 min	Ask participants to narrow their list to <i>five</i> values, using the same process.	
Step 5: Keep narrowing...	5 min	Have participants narrow their list of values to <i>three</i> .	
Step 6: Final narrowing	3 min	Finally, have participants choose their top <i>two</i> core values.	
Step 7: Sharing, discussing, and reflecting	15–20 min	<p>Ask that all group members stand and share their core values. Ask the group a series of discussion questions:</p> <ul style="list-style-type: none">■ How did you choose your core values?■ What do your core values mean to you?■ How do you express your core values?■ How can you make your core values a more present part of your daily life? (Suggestions might include posting the values on your dash-board, mirror, computer, or refrigerator.) <p>You can also use some of the Values Self-Reflection Questions (Found at the bottom of Handout 5B) to prompt individual or group reflection and discussion.</p>	

HANDOUT 5B: CORE VALUES ASSESSMENT

Peace	Integrity
Wealth	Joy
Happiness	Love
Success	Recognition
Friendship	Family
Fame	Truth
Authenticity	Wisdom
Power	Status
Influence	_____
Justice	_____

VALUES SELF-REFLECTION QUESTIONS

- How am I practicing, promoting, and living these values?
- What is challenging about practicing, promoting, and living these values?
- What can I do to really practice and live these values when it’s hard?
- What individual agreements am I making to bring my core values to my team? What individual agreements am I making to practice these values so that I create a safe space for our young people?
- What support would be helpful to me in practicing these values, and whom do I need to talk to?

IDENTIFYING YOUR GROUP'S CORE VALUES

Reflecting on and identifying core values can be a valuable exercise for your group and organization as a whole, as well as for individual members. Roca members reflected on their group’s core values and articulated them in writing. We’ve included their reflections on core values to serve as an inspiration for your group’s reflection.

Roca’s Core Values

Belonging is grounded in the belief that all young people need to understand that they matter and have a place in the world. It refers to the experience of meaningful connection(s) among individuals, families, and communities. It encompasses the understanding that all people have value, are important, and are worthy of love.

- What we believe:* Every young person counts.
- What we think:* Every young person needs to understand that they have a place in the world and that they matter.
- What we do:* We welcome people, and we bring people together.
- What is the evidence:* Young people show up.

Generosity is grounded in the belief that every young person has a purpose and needs to understand that she or he has something to give. Said somewhat differently, it refers to the development of a sense of purpose and value through giving and receiving, of contributing and experiencing that one’s contribution is meaningful.

- What we believe:* Every young person has a purpose.
- What we think:* Every young person needs to understand that they have something to give.
- What we do:* We teach and encourage young people to share and give.
- What is the evidence:* Young people help each other and their communities.

Competence is grounded in the belief that physical, *emotional*, *mental*, and *spiritual* development is important for all people. Acquiring competence means being able to make positive choices, learn skills, share them and teach them, and meet and overcome challenges (and, in the spirit of generosity, help others to do so).

- What we believe:* Physical, mental, emotional, and spiritual development is important for all people.
- What we think:* Every young person has the capacity to learn and to make positive choices.
- What we do:* “Each one teach one.” – Young people learn skills, share them, and teach them.
- What is the evidence:* Young people move from point A to point B in their lives – young people participate in and improve their lives in the areas of education, employment, and life skills.

Independence refers to the ability to articulate a vision of one’s life and have the competence to undertake what is necessary to achieve it. It involves the qualities of commitment, responsibility, determination, leadership, and accountability – and requires emotional strength to face obstacles, collaborate with others, create realistic plans, and take concrete actions toward achieving one’s vision. Fundamentally, it means **having the capacity to become self-sufficient and live out of harm’s way.**

- What we believe:* Every young person has the capacity to live out of harm’s way and become self-sufficient.
- What we think:* Changing and growing up are part of a life-long process.
- What we do:* We help people develop and act on growth plans, have visions for their lives, and be hopeful for their futures.
- What is the evidence:* Young people graduate from Roca programs, youth can demonstrate a commitment to their own growth, and young adults are on the path to employment.

ACTIVITY: DEFINING RESPECT

Identifying personal or group core values should not be the end of the discussion of these values. Because people may define the same value differently, it’s helpful on many levels to talk in some depth about core values.

OVERVIEW

This activity helps participants create a shared meaning of the word “respect” and to internalize that meaning through discussion. The activity here pertains to the value of respect, but you can adapt it to apply to any of other values.

OBJECTIVES

- To create shared meaning
- To provide a forum for self-reflection and group reflection

TIME REQUIRED

Approximately 1.5 hours

SUPPLIES

You’ll need a flip chart and markers, as well as paper, pens, pencils, and markers for participants.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Arrange chairs in a circle, preferably without bound-aries (e.g., without a table). Welcome participants into the circle and ask them for guidelines for the discussion e.g., “Allow people to tlk without inter-ruptions.”) Write the guidelines on the flip chart for all to read.	Flip chart Markers
Step 2: Listening and sharing circle	10 min	Say to the group, “Think of a time when you felt respected. How did it make you feel?” Allow all participants to share their story with the group.	
Step 3: Drawing and sharing	20 min	Thank each participant for sharing. Then, ask each person to draw an image of respect. Divide participants into groups of four. Ask them to explain their drawing to their group.	Paper Pens, pencils, markers
Step 4: Sharing in small groups	20 min	Ask participants to discuss the following questions in their small group: ■ When have you given respect? ■ Can you think of a time when someone felt disre-spected by you and you didn’t mean it? Talk about that.	

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WHAT	TIME	HOW	MATERIALS
Step 5: Listening and sharing circle	20 min	Bring all the participants back together in the circle. Ask them: ■ Do you feel comfortable expressing when you feel disrespected? ■ Do you expect others to know when you feel disrespected?	
Step 6: Reflecting	15 min	Ask the group members to think about all they’ve learned from this discussion. Then ask, “How will this group express respect in the future?” Document their ideas on flip chart paper and use these notes in future discussions on respect.	Flip chart Markers

ACTIVITY: BUILDING DEEPER RELATIONSHIPS WITH THE JOHARI WINDOW

As people join to build collective leadership for community change, they need to develop deeper relationships to support working together in new ways. It’s easy to get to a polite level and stay at that level without having the more challenging conversations that need to take place to build stronger relationships. The Center for Ethical Leadership introduced the Johari Window to KLCC II as a tool to foster these conversastions and ultimately create stronger relationships.

OVERVIEW

This activity is a tool to help group members better understand and trust one another. It’s grounded in the notion that learning how people with different world views can work together requires sharing the ways of interacting that are most effective for each person.

OBJECTIVES

- To understand the role of sharing information and receiving feedback in building deeper relationships
- To learn how to build trust intentionally into relationships and the work environment

TIME REQUIRED

25–30 minutes

SUPPLIES

You’ll need one copy of **Handout 5C** for every participant.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Tell the group, “As we come together to build collective leadership and effect community change, we need to continue to deepen our relationships with one another and discover new ways to work together. It’s easy to get to a comfortable point in a relationship with someone and stay there. Today, we’re going to go deeper.”	
Step 2: Understanding the Johari Window	10 min	Pass out Handout 5C to your group. Use the notes from the Johari Window Overview to give participants a general understanding of the window and how you will use it to deepen trust. Ask participants to list characteristics about themselves that fall in each of the window’s four panes. Ask volunteers to share some of the personal characteristics they listed.	Handout 5C
Step 3: Sharing personal reflections	10 min	Begin this deeper reflection with a personal experience. Share with your group a story of a time you disclosed something about yourself and how that made you feel. Then share a story about a time you gave feedback to someone else who had just disclosed something hidden. Use the second set of questions on the Johari Window Overview handout to guide your group through the deeper reflection.	
Step 4: Wrapping it up	5 min	Ask for any final questions. Then ask participants to share ways they might use what they learned from this exercise (or the Johari Window itself) in their lives.	

JOHARI WINDOW OVERVIEW

The Johari Window, named for its inventors, Joseph Luft and Harry Ingham, is one of the most useful models for describing the creation of trust in human interaction.

A four-paned “window” divides personal awareness into four types: open, hidden, blind and unknown. The lines dividing these four panes are like window shades – they can move as an interaction progresses. We build trust by opening our personal shades to others so that we become an open window. (Adapted from *Of Human Interaction*, by Joseph Luft. Mayfield Publishing Company, 1969.)

First Set of Questions

- Open.** Things we know about ourselves and others know about us. What are some things that would be in this window (e.g., how tall we are, hairstyle, whether or not we wear glasses)?
- Hidden.** Things we know about ourselves and others don’t know. What are some examples here (e.g., belief in religion, political leanings, fears, dreams)? When we open this window to share something about ourselves, we invite others in. Disclosure builds trust.
- Blind.** Things we don’t know about ourselves but others do. What are some examples (e.g., at a light level, you have spinach in your teeth; at a deeper level, you talk too much at meetings, or you have a real gift for making people feel comfortable)?

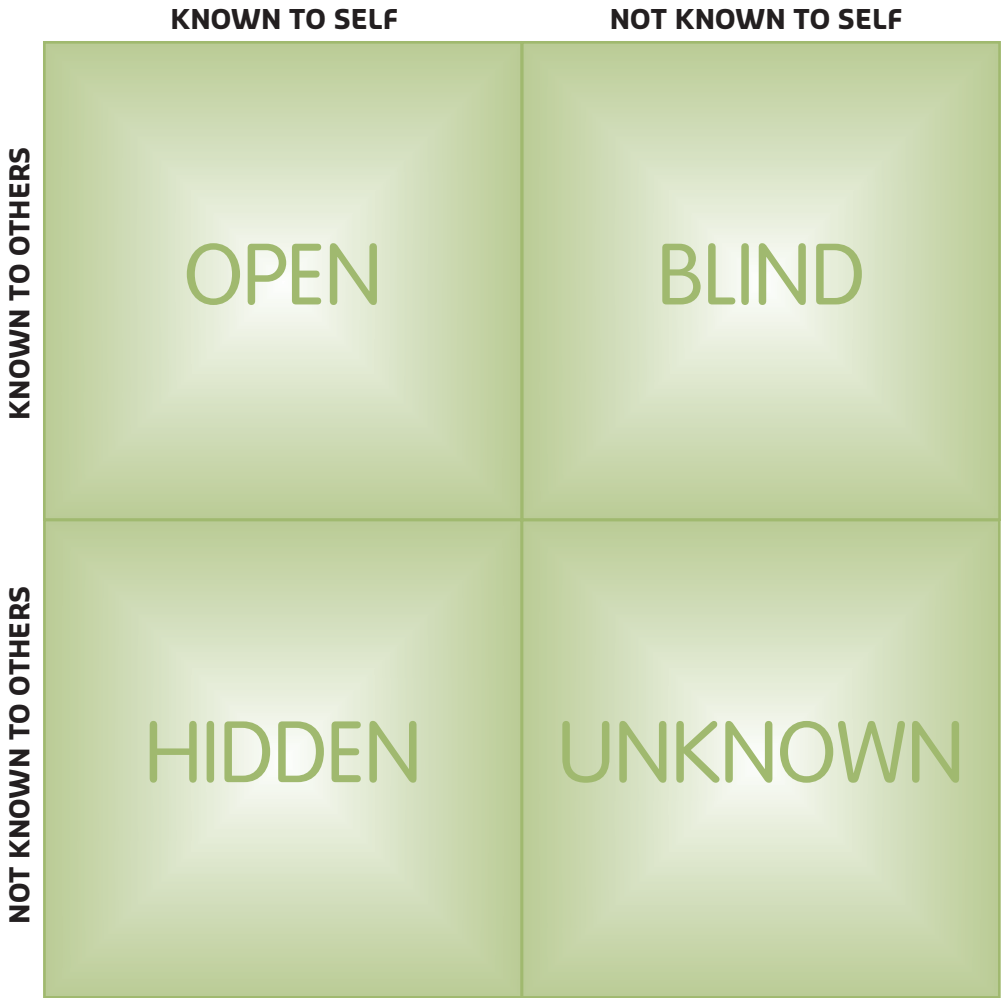
When you LET someone open this window on you, you will create trust between yourself and that person. You decide when, where, how, and how often you want to receive this FEEDBACK.When you want to open this window on someone else and give Feedback, ask permission first – don’t just pounce; that destroys trust. Opening this window requires compassion and kindness.

- Unknown.** Things we don’t know and you don’t know either. This is the area of mutual discovery, collaboration, and surprise – “fortuitous collisions.” The future is in this window. This is what we will discover in one another and ourselves by interacting and building relationships.

Second Set of Questions

- Think of someone in our group that you don’t know well or with whom you’d like to build a deeper and stronger relationship. What is something in your “hidden” window that you’re willing to share to build trust with that person? Or to help members of your group work better together, what are some things you might disclose to them? Make a commitment to yourself to have this meeting in the next week.
- What feedback would you like to give, if this person were open to it? How will you phrase your request to give feedback? How will you have the person’s best self in mind so that you don’t damage your relationship? Examples of how to open the conversation are: “I notice in meetings that you... I approach discussions in a different way... I wonder how we can find a way to be on the same page.” Make a commitment to invite this person to meet with you in the next week.
- What is some feedback about yourself that you’d like to have? From whom do you want it? Make a commitment to have this conversation.

HANDOUT 5C: THE JOHARI WINDOW



Handout 5C

ACTIVITY: POSTER EXERCISE FOR INDIVIDUAL GOAL SETTING

Identifying and articulating personal goals are important aspects of leadership development. Because such goals are truly personal, each of us will have our own ways of expressing and attaining these goals. This exercise takes advantage of the relationship between personal goals and expression to develop them both concurrently.

OVERVIEW

This exercise helps youth and adults identify and share their leadership goals in a creative and artistic fashion.

OBJECTIVES

- To help participants identify their leadership goals
- To provide a creative outlet for leadership development

TIME REQUIRED

Approximately 30 minutes

SUPPLIES

You'll need paper, art supplies; stapler, tape, or glue stick to attach photos to artwork; and a Polaroid camera or digital camera and printer.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	Tell the group members, "Think about what makes a good leader. What qualities come to mind? Think about those qualities and about what you're good at, what you want to learn, and in what areas you want to grow as a leader. Now, choose three of those qualities as your own leadership goals."	
Step 2: Creating an artistic goal plan	20 min	Pass out paper and art supplies. Give participants time to decorate their paper with their name and any words, drawings, or images that show their three personal leadership goals.	Paper and art supplies
Step 3: Taking photos of participants	5 min.	Ask a participant to photograph each member of the group. If you use a digital camera, print the photos. Have the participants attach their photo to their poster. Use the posters to decorate your meeting space and to serve as a reminder of each participant's goals.	Polaroid camera, or digital camera and printer Stapler, tape, or glue stick

ACTIVITY: CHARTING INDIVIDUAL CONNECTIONS

Everyone has strengths to contribute to youth-adult partnerships and community-change efforts, but realizing these strengths can be the most difficult part of the work. Partnerships are a great way to discover your own gifts and talents and to help others discover theirs.

OVERVIEW

This is a participatory activity for young people and adults to explore their gifts and strengths.

OBJECTIVES

- To identify participants’ strengths
- To connect the strengths of others to team needs

TIME REQUIRED

Approximately 45 minutes

SUPPLIES

You’ll need a flip chart, markers, half-sheets of paper, and a sticky wall. See **Mapping the Sectors of Involvement** activity on page 5 for instructions on how to obtain or create a sticky wall.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	10 min	<p>Describe the purpose of the session: “We are all leaders in this project. A key aspect of leadership is the ability to identify your own strengths (i.e., what you’re good at and what you can offer the team). Sometimes it’s hard for us as individuals to name our skills and potential connections to the team. Others can help us do that. This exercise will help us practice those skills.”</p> <p>Refer to flip charts.</p> <p>Give an example: “For example, if someone’s a skilled artist, how could that skill be used in our team?” Push the group to elicit at least five examples (e.g., make publicity posters, draw invitations to a vision meeting, decorate trash cans for a service project, help design a team T-shirt). Then say, “How about someone who has great skills in basketball – how could those skills be helpful to our team?” Some answers might be: Because he’s a good team player, he could help us understand how teams work effectively and help us work together; he could recruit teammates to help us out on service projects; he could ask the coach to let us use the facilities for meetings.”</p>	<p>Flip chart with the following written on it:</p> <p>Effective Leaders...</p> <ol style="list-style-type: none">1. Know their skills and gifts2. Can connect their skills to team needs3. Can help others connect their skills to team needs <p>Markers</p> <p>Tape</p>

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WHAT	TIME	HOW	MATERIALS
Step 2: Brainstorming	10 min	<p>Say to the group, “Now we’re going to identify our individual gifts and think of ways these can be connected to our team needs and opportunities.”</p> <p>“Let’s take a moment to close our eyes. Think about something you’re really good at. You might want to think about when you’re happy or feeling good. Can someone give me an example?”</p> <p>Solicit a couple of examples. Then say, “Does everyone get it? Now write your gift on a half-sheet.”</p>	<p>Half-sheets of paper</p> <p>Markers</p>
Step 3: Sharing	15 min Allow about 1 min per person	<p>Say, “Now we’re going to practice making the connections and speaking in front of a group. I’m going to ask each of you to come to the front of the room and tell us what your gift or skill is. Then we’ll give you some ideas of how those skills can be useful to our team and work. Who’d like to go first?”</p> <p>The first person walks to the front of the room and states his or her name and gifts. Ask the group, “How could _____’s skills be useful?” Ask for a couple of different examples to help people realize that the same skills can be useful in a variety of ways. Do this for each participant. Attach every participant’s half-sheet to the sticky wall.</p>	<p>Tape or sticky wall</p>
Step 3 Adaptation		<p>If participants are shy or inexperienced with speaking in front of a group, encourage them and coach them to speak loudly, look at the group, smile, and so forth. You might also try asking speakers to say, “Hello, my name is _____,” and ask the group to respond, “Hi, _____, we’re glad you’re a part of our team.”</p>	
Step 4: Reflecting	10 min.	<p>Ask the group the following questions:</p> <ul style="list-style-type: none">■ Was it easy or difficult to figure out what your skills are?■ How did you feel when I asked you to visualize your skills?■ How did you feel when you walked in front of the room and shared your skill?■ How many of you were scared about having to stand in front of the group? (Ask for a show of hands)■ How did you feel after you spoke in front of the group? Were you still scared? What helped you become less scared?■ How did it feel to give feedback and connect skills to needs? How is this helpful? Why is it an important leadership skill?■ What did you learn?■ Think about the gifts and connections we’ve made in this group. What skills do we have a lot of? What others might be useful?	

EXAMPLE FROM THE CHARTING INDIVIDUAL CONNECTIONS ACTIVITY

Team Gifts

- Shooting 3-pointers in basketball
- Setting examples to provide a positive influence – have family to think of and want to prevent use of drugs and alcohol
- Painting or offering assistance
- Improvisational acting
- Dribbling and shooting
- Being a team player
- My contributions to Improv: projecting my acting skills, making people think positively, making people laugh, changing my voice, changing our community
- Football: providing competition and improving skills of self and team
- Weight lifting
- Football: carrying out the plays and protecting the quarterback
- Leadership
- Basketball shooting skills
- Being a volunteer
- Being helpful
- Basketball: Giving 110% – it improves team and self and results in winning games
- Being a good writer
- Liking to work with others
- Having worked with youth groups for a long time

ACTIVITIES: APPRECIATING AND RECOGNIZING INDIVIDUALS

One way to build your team is by appreciating one another. Here are some short activities that you can use at any time during the development process to shift focus to individuals and the gifts that they bring.

ACTIVITY 1: THE PARTY

Go outdoors or to a room with a large amount of open space. Envision that you are at a party (you can decide what kind of party) and that you’re all “mingling” – having short conversations with one another. In this activity, what you talk about is what you appreciate about the other person. For example, “I appreciate your sense of humor; it really lightens things up” or “I appreciate how logical you are; I think it will help keep us focused.”

There are only two rules:

1. Talk to as many people as possible. When you finish talking, move on.
2. When someone is talking to you, you may not say anything to that person. You just listen.

Take a few minutes for all participants to mingle and say their “appreciation” to people. After everyone has finished, sit down as a group to talk. Think about how you felt during the activity. Was it easy or difficult? Why? What was surprising about what people told you? How can all of you, as a team, continue to appreciate one another after this activity?

ACTIVITY 2: GUESSING GAME

Prepare small, folded pieces of paper with the names of the members of the group (or the people who are participating in this activity). Pass around a hat with the names of everyone present, and have each person pick one, ensuring that no one picks his or her own name and that no one tells whose name was picked. Give the following instructions: “Look at the name on your paper and think of one thing you appreciate about that person.” Have everyone sit in a circle. Choose one person to start. Go around the circle one by one and ask the participants to share the thing they appreciate about the person whose name they drew. Ask the other members of the group to guess who is being appreciated.

ACTIVITY 3: 101 WAYS TO GIVE RECOGNITION

Divide the group into teams of three to five people. Ask each team to take 3 minutes to write all the ways they can think of to give people recognition. When the time is up, find the team that has the longest list and ask one member to read the list out loud. Ask the other teams to check off any duplicates. After the list has been read, ask the other teams to read any ways of recognition from their lists that weren’t mentioned.

Ask the group: “What new ideas did you get? What things might we do in our group to recognize people?

ACTIVITY 4: CREATE A WALL OF APPRECIATION

When you’re holding a large meeting or event, take pictures of people when they walk in, as part of the registration process. Either take instant photos or make arrangements for 1-hour developing. When the pictures are developed, put each on a sheet of colored paper and put all the papers on a wall. During lunch or a break, invite people to write things that they appreciate about everyone on their sheet of paper. Have someone monitor the process by ensuring that people are writing appreciations and by adding things to the cards that don’t have much written on them. At the end of the event or day, invite people to take their cards home.

ACTIVITY 5: CREATE CERTIFICATES OF APPRECIATION OR RECOGNITION

The easiest way to create personalized certificates is to use a desktop publishing program or special certificate paper, available at large office supply stores. If you like, you can put them in simple ready-made frames and wrap them attractively.

ACTIVITY: THE BLOCK GAME

Understanding group members’ different approaches to collective work will help you work more effectively together. Roca introduced this activity to the KLCC II family as a great way for participants to engage in a different type of learning about themselves and one another. We’ve found that this activity works best when group members have developed initial rapport.

OVERVIEW

This activity increases the ability of group members to deepen their relationships and understand how different perspectives add to the wholeness of the group – even if these differences are sometimes frustrating. It also provides an opportunity for individuals to get feedback about how their actions affect others.

OBJECTIVES

- To build trust among your group’s members
- To explore how people in your group work together and how each member contributes a different style to collective work

TIME REQUIRED

About 2 hours, depending on the size of your group. The opportunity to add context to the experience and bring out insights happens during the game’s debriefing. Allow at least 45–60 minutes after the game for participants to think about and discuss what they’ve learned.

SUPPLIES

You’ll need a box of blocks – about 100 pieces in different colors, shapes, and sizes (we like wooden building blocks).

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the contex	5 min	This activity requires very little context. In fact, the minimal directions and explanation are essential to the process. Have participants sit in a circle. Dump the blocks in a pile on the floor, leaving the container somewhere in the circle. Tell your group, “This is a game that will help us think about how our group works collectively. We’ll go around the circle and take turns moving the blocks. There are two rules: move only one block at a time, and no one talks.”	Blocks
Step 2: Moving blocks	At least 30 min	As the facilitator, begin the game by going to the center of the circle and moving a single block – then sit down in silence. Model being present with the game and keeping silent. Play continues around the circle, allowing each participant a turn to move a single block. There is no end in itself to moving the blocks. The group isn't necessarily aiming to build a tower or any sort of structure, and you're not working to clear all the blocks from the center. The action of moving the blocks according to so few directions is a means to examine how your group works together.	

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WHAT	TIME	HOW	MATERIALS
Step 3: Breaking the rules	5–10 min	<p>Eventually, someone in the group will want to make the game more interesting; moving a single block can get boring pretty quickly. This person will do any number of things to break or bend the rules – moving multiple blocks, going out of turn, knocking over a block someone else has moved, etc.</p> <p>Having someone break the rules is essential to your end reflection. If, after four or five rounds, all participants are still abiding by the rules, you should introduce rule breaking yourself.</p>	
Step 4: Ending the game	Will vary for each group	Play continues until someone finds a way to create an ending or you end the game yourself because of time constraints.	
Step 5: Debriefing	At least 45 min	<p>After the game has ended, continue in the pattern of the circle for the debriefing. Tell your group, “That game may have seemed simple, but I’ll bet you have some feelings about it that you’d like to share. We’ll have three rounds of questions, and everyone will have a chance to speak during each round. Please listen deeply to everyone’s reflection and hold your comments until it’s your turn to speak. If you don’t want to speak when it’s your turn, you can pass. At the end of each round of sharing, I’ll ask those who passed if they’ve changed their mind about speaking, but it’s okay to pass then, too.”</p> <p>You may choose to use a talking piece to reinforce that this debriefing is a time for every person to be heard rather than a free-for-all dialogue.</p>	
Step 6: Debriefing – Round 1		<p>Tell your group, “Whenever a group works together, it’s looking for the wholeness of the group – what will make the overall work come together. The root of ‘justice’ is two words: one means ‘sacred formula,’ and the other means ‘rightness.’ ‘Sacred’ is also related to sacrifice, so one definition of justice is letting go of something to make things right. Sometimes, a person needs to let go of something for the group to be able to do its work – to be whole. When you reflect on this experience, what did you learn that you needed to let go of or give up to support the wholeness of the group?”</p> <p>Start the discussion with a personal example, such as: “I had to give up my judgment of others” or “I had to give up my certainty about how the structure was supposed to look” or “I had to give up my perception about how this game was supposed to be played.” The most powerful example is one that has genuinely come up from your experience of the game.</p>	

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WHAT	TIME	HOW	MATERIALS
Step 7: Debriefing – Round 2		<p>Say to the group, “This game reflects a lot of what it’s like to work in community. People work together, but they all have a different idea about what they’re building and how to value previous contributions. Someone with a different idea comes along and tears down what’s been built together. Then you start again, without a clear sense of when you’re finished or when the game will be done. So, consider this question: What does your experience of this game tell you about what you need to do to stay in the game of working in your community? What helps you stay connected to and caring about the work?”</p> <p>Again, begin the discussion with a personal example, such as: “I love seeing the creativity of how people respond to change” or “I was curious to see what would happen next” or “I was totally frustrated but I stayed because I wanted to be part of this group.”</p>	
Step 8: Debriefing – Round 3		<p>Say to the group, “Remember that this game is a reflection of working together in community, and there were many different energy flows – people coming together, competing visions, destructive forces, adaptation. So, think about what happened throughout the flow of the game and your relationship to all of those forces and to the other players. Now, what did you learn about how you play off others and how you see and respond to what others need? What did you see about how others helped the group move toward wholeness? What is your contribution to wholeness?”</p> <p>Begin the round with your own example, such as: “I found that I was very patient with what others needed and could easily wait my turn” or “I found myself getting anxious about how others would feel whenever someone knocked over a structure” or “I tried to make a connection with the person knocking blocks over so he would stop.”</p>	
Step 9: Dialogue	10 min	After you’ve completed these three rounds, you may open up the conversation for a general reflection about the participants’ experiences – what they learned about themselves and about the group.	

MORE SHORT ACTIVITIES TO EXPLORE EACH PERSON'S GIFTS

These quick exercises help participants discover and appreciate the gifts each person brings to your group.

Activity 1: My Partner's Gifts

This is a “getting to know you” introduction activity. Participants are paired with a partner they don't know and are asked to interview each other.

Ask:

1. What are your skills?
2. What would you like to learn?
3. What do you offer to the team?

Give partners feedback about how these skills might be useful to the team.

Activity 2: Gifts BINGO

As you know, BINGO is usually played with cards that have numbers on each of 25 squares; the winner often gets money. In this version of BINGO, the rules are slightly different. First, the squares on the cards are filled with the task “Find someone who... (E.g., “Find someone who was born in the 1980s” or “Find someone who has more than three pets”). Players find a person who fits the description in the square and have that person sign the square. The objective is to get ALL of the squares signed, not just five in a row. A person cannot sign one card more than once; players must move on to a new person after someone signs their card. You can stop the game even if no one has all the squares: Have people raise their hands if they have at least 10, at least 15, etc. until you find a winner. The prize can be something small, like candy.

Have two or three designated greeters hand out BINGO cards and explain the rules as people walk through the door. You can also write the main rules on a flip chart, as shown below:

Once you find someone, have that person sign that square.
After that person signs the square, move on to someone new.
Try to get as many squares signed as possible.
Yell BINGO if you fill in your whole card.

At the end of the game, make sure the group has a short time to process the experience. Below are some ways to do that. The questions correlate to the different BINGO cards – each with a special focus and thus demanding different considerations – which you can find on pages 131-133 of this section.

YOUTH-ADULT PARTNERSHIPS (see **BINGO Card A**)

Include these questions in your reflection:

- Which squares were easy to get and which were difficult?
- What does that say about partnerships?
- Does this give you any new insights about partnerships?

COMMUNITY GIFTS AND INDIVIDUAL GIFTS (see **BINGO Card B**)

Notice that each square has to do with skills, interests, and gifts that each of us brings to community work. Include these questions in your reflection:

- Which squares were easy to get and which were difficult?
- Did anything surprise you?
- What new assets did you discover among our group?
- How can the group build on the many strengths of its individual members?

LEARNING STYLES (see **BINGO Card C**)

Notice that each square has to do with preferences for learning. Use this as an activity for looking at styles and skills in your team. Include these questions in your reflection:

- Which squares were easy to get and which were difficult?
- Did anything surprise you?
- What does this say about our group?
- How can we make our different learning styles work to our advantage?

Activity 3: Making Stone Soup

Tell the stone soup story:

Once upon a time there was a village in a land of drought. People were running out of food. The head of the village told the people, “Well, if we don't have anything to eat, we will have to make stone soup.” She asked the people to come to the town square the next day with stones to make stone soup. One family set off to find a stone to add to the soup, and as they put it in a basket to carry, noticed some potatoes in the kitchen. They brought the stone and the potatoes. As they walked to the town square, another family saw them and, when they saw the potatoes, they remembered that there were a few carrots in the garden that had not been pulled. So they brought the carrots. Another family saw the carrots and brought some beans, and so on. The stone soup ended up being chock full of things to eat, and the whole town had a feast.

Ask people to add their “stone” to the soup, writing one of their personal gifts on a sheet of paper and putting it in the pot. Read all of the papers back to the group and ask a few questions for reflection:

- What did you notice about our team's gifts?
- What was exciting about hearing about our gifts?
- Based on this, what would you say our strengths are?
- What would you say our challenges are?
- How can we use this information?

BINGO CARD A: YOUTH-ADULT PARTNERSHIPS

FIND SOMEONE WHO. . . .

Is a member of a successful youth–adult partnership		Thinks the voting age should be lowered		Has been a member of a successful team
Has been surprised by the wisdom of someone not in their generation.	Can say what “adulthood” means to them		Knows of an organization with a young person on its board	
	Expects youth to make their own decisions	Thinks that youth–adult partnerships take practice		Supports the power of youth!
Can name one of the potential barriers to youth–adult partnership		Has met an adult who takes young people seriously.		Thinks that he or she is a good listener
	Disagrees with the way youth are portrayed in the media		Has been trained in youth–adult partnership	Wants to learn about the experiences of people of different ages.

NOTE: Fill in the blank squares with your own ideas.

BINGO CARD B: COMMUNITY GIFTS AND INDIVIDUAL GIFTS

FIND SOMEONE WHO. . . .

Knows how to use “Powerpoint”	Can speak a foreign language	Can sing a Britney Spears song	Who has bowled more than 175	Is a member of a successful youth–adult partnership
Plays basketball	Recruited someone to come to this meeting	Thinks this community is a great place to live	Has volunteered with people of other ages	Has facilitated a meeting
Can draw a map of this community	Has conducted a survey	Has a friendly smile	Likes to cook	Has been a member of a successful team
Has lived in this community for more than 30 years	Has lived in this community for less than a year	Has had his or her own business	Knows where youth in this community like to go on weekends	Has written a book

NOTE: Fill in the blank squares with your own ideas.

BINGO CARD C: LEARNING STYLES

FIND SOMEONE WHO. . . .

Likes to know why things happen		Doesn't like to set schedules		Likes helping other people to be creative
Would rather come up with an idea/ hypothesis than the solution	Prefers to start a task by working alone		Has a good imagination	
	Likes to think about concepts		Relies more on gut feelings than on logic	Usually enjoys listening to lectures and guest speakers
Likes to talk about "what if" situations		Prefers solving a problem in a group		Likes studying the details
Likes taking risks	Likes schedules	Likes to know how things work		

NOTE: Fill in the blank squares with your own ideas.

Planning for Action

If you’ve followed this tool kit sequentially, by now you’ve done a ton of great work on team and relationship building. You and your team members have gotten to know one another and your community well. You’re probably eager to get started and do something, but certain challenges accompany that forward motion. Perhaps team members are apprehensive about translating their ideas into a plan of action; maybe your team is unsure where to begin. This section provides you with resources to ease the transition from readiness to action.

You’ve probably noticed that each section of this tool kit opens with a story and case study from one of the KLCC II sites. This time, the story is a little bit different. At first reading, it’s cute and light – group members of all ages will enjoy it – but when you reflect on how this tale relates to moving to action, we think you’ll draw some valuable lessons.

ONCE UPON A PUDDLE

(“Once Upon a Puddle” courtesy of Jan Barnett, fall 1992.)

Once upon a time there were some fish that lived in a very small puddle of water. Every day, the little fishes would swim in circles and hunt for waterbugs.

Their stagnant puddle was cradled between the roots of an ancient oak, just beside a swiftly flowing river. Life never seemed to change for the puddle fish.

But one morning as the fish swam in circles and hunted for waterbugs, there was a sudden noise: SPLASH!

An amazing, brightly colored fish had jumped into the riverside puddle. This large fish had blue and red and golden scales. And what was most unusual for this particular puddle of water – he was smiling!

At first, the frightened puddle fish huddled together at the edge of the puddle. Finally, one of them asked, “Where do you come from?”

The Sparkling Fish smiled brightly. “I come from the sea.”

"The sea? What is the sea?" asked one of the braver puddle fish.

The Sparkling Fish shook his head in surprise. "No one has ever told you about the sea? Why, the sea... the sea is what fish are made for!" He rubbed a golden fin against his nose, puzzled. "How can I explain the sea to you? Well... it isn't like this little puddle; it's endless. A fish needn't swim in circles all day, for one can dance with the tides. Life isn't lived in the shade – the sun arches over the waves in silver and crimson! And there are many splendid sea-creatures, such as you can hardly imagine. It's endless and sparkling and clear. The sea is what fish are made for!"

A pale, grey puddle fish spoke up. "How do we get to the sea?"

The Sparkling Fish pointed towards the large black root that lay close to the river's edge. "It's a simple matter. You jump from this little puddle into that river and trust that the current will take you to the sea."

The fish in the puddle of water were astonished. At long last, a fish swam forward with a hard experienced look in his eye. He was a REALIST fish.

The Realist Fish looked down at the muddy puddle bottom and frowned. "It's pleasant to talk about all this sea business, but if you ask me, we have to face reality. And what is reality? Obviously, swimming in circles and hunting for waterbugs."

A look of distance mingled with pity crossed the face of the Realist Fish. "It's all pie-in-the-sky nonsense. Of course, I sympathize with you. You undoubtedly dreamed this up because of some trauma you suffered as a little guppy. But life is hard. It takes a REAL fish to face facts."

The Sparkling Fish smiled. "But you don't understand. I've been there. I've seen the sea. It's far more wonderful..." But before he could finish speaking, the Realist Fish swam away.

Next, there neared a fish with a nervous twitch in his tail. He was a SCARED FISH. He began to stutter. "If I understand y-y-you, we're supposed to j-j-jump into that river over there?"

"Yes, for if a fish wants to go to the sea, the way lies through the river."

"B-b-but... have you looked at THAT RIVER OVER THERE? I'm just a small fish! That river is deep and strong and wide! Why, a small fish would be swept away by the current! If I jumped out of this puddle, I wouldn't have any control! No! I just can't..."

Finally, there swam out a figure who seemed very solemn and learned. He had been in this particular school of fish longer than anyone else. He was a POLITICAL FISH.

Calmly, he swam to the middle of the puddle and adjusted his spectacles. Setting down a small shellfish podium, the Political Fish pulled out a sheaf of notes from his vest pocket. Then he smiled at the puddle fish. "My dear students, our distinguished visitor has expressed many views which certainly merit consideration."

Then, he bowed respectfully to the Sparkling Fish. "But, my dear colorful friend, let us be reasonable..." He glanced down at his notes and then his smile brightened. "We can work this out. Why not form a discussion group? We could meet every Tuesday evening at seven o'clock and I'm certain that some of the puddle fish would be happy to get the hall ready for us."

The eyes of the Sparkling Fish were sad. "No, this will never do. Talking is important, but in the end it is a simple matter: you jump. You jump out of this puddle and trust that the river will take you to the sea."

From somewhere above the muddied waters, a sparrow was singing. The light in the eyes of the Sparkling Fish shone with a bright urgency. "Besides, don't you know summer is coming?"

The puddle fish murmured. "Summer is coming? What difference does that make?"

The Sparkling Fish pointed towards the sun. "Summer is coming. The spring rains filled up this little puddle to overflowing. But, this little puddle is going to dry up some day. No puddle lasts forever."

The puddle fish were stunned but the Realist Fish swam out. There was dark contempt in his face as he spat out his words. "You're just trying to scare us! You're one of those end-of-the-puddle fanatics!" He swam away in disgust.

But then all of the colors of the Sparkling Fish – blue, red, and gold – brightened into a warm glow. He whispered, "It's a simple matter. You jump from this little puddle and trust that the river will take you to the sea. Who will come and follow me?"

At first, no one moved, but then a few puddle fish swam to his side. Together they jumped into the river and the current swept them away.

The remaining puddle fish were quiet for a long time.

Then, once again, they began to swim in circles and hunt for waterbugs.

Part 1: Determining the Group's Focus

Deciding what issues to focus on can be a challenge – especially with so much exciting work on the table and so many diverse voices. (The activities in this section and the **Checklist for Choosing an Issue** can help.) Working through the decision-making process to determine your group's issues and actions can be a great way to create a more cohesive group and innovative program. There are two basic methods for choosing topics: consensus and voting.

Consensus is a process of group decision-making. This method requires that everyone come to an agreement. With consensus, people can and should work through differences and reach a position that's satisfactory to everyone. No ideas are lost; each member's input is valued as part of the solution. Just be aware that in consensus situations, as in any group discussion, one person's strongly held beliefs can sway the whole group. The **Consensus Level System** on page 79 of this tool kit is a helpful tool to guide your group through this process of decision-making.

Voting is another option for decision-making. A simple version is a poll of everyone's opinion after a discussion. Voting assumes that the majority's position is the best decision for the group. It's a win-or-lose model. In our experience, voters are more often concerned with the numbers it takes to "win" than with the issue itself. Voting does not take into account the feelings or needs of individuals.

It's possible to use both methods of decision-making to develop a framework for determining the focus of your group's activities. The tips below will help you craft a decision-making model that works for your community.

- Begin with conversations about what the group is interested in tackling. Make sure that everyone is heard and helpful; use a circle format.
- Schedule one-on-one interviews with all members of the group and use those interviews to determine your group's top five topics. This approach worked for some KLCC II organizers.
- After you've had enough conversations (this will vary by community), list the possible topics on a flip chart for your entire group to read. Have all group members indicate their top three choices by starring them on the flip chart.
- Continue having conversations that allow all group members to explain why they're interested in a particular issue. Again, a circle format may be helpful. These discussions should help you narrow your choices to a manageable number.
- Try to involve everyone in the decision-making process. Make sure that everyone is heard and feels listened to.
- Present your own position clearly but avoid arguing for it. Listen to other group members to assess their understanding of your position. Consider their comments carefully before you press your point of view further.
- When a discussion reaches a stalemate, don't assume that someone must win and someone must lose. Instead, look for the next most acceptable alternatives for all parties. Think creatively. Explore what possibilities exist if certain constraints are removed.

- Don't change your mind simply to avoid conflict or reach agreement. When agreement seems to come too quickly, be alert: Explore the reasons and be sure that everyone truly accepts the solution. Yield only to positions that have objectively or logically sound merits.
- Avoid conflict-reducing techniques such as majority voting, averaging, coin tossing, and bargaining. When dissenting members finally agree, don't feel that they have to be rewarded or accommodated by having their own way on some later point.
- Seek out and value differences of opinion; they're natural and expected. Disagreements can improve the group's decision. With a wider range of information and opinions, there's a greater chance that the group will come up with a more satisfactory solution.

For more information on building consensus in a group, check out this link from ACT UP, a New York-based AIDS coalition:

<http://www.actupny.org/documents/CDdocuments/Consensus.html>.

ACTIVITY: ROCK ACTIVITY FOR COMMUNITY CHANGE

Whatever issues the group chooses, we've found it helpful for the group to create a collaborative definition of that issue. Big Creek People in Action sites used this "rock activity" to define, in a written and visual manner, the community issues on which they chose to focus.

The activity itself is simple: Place a large rock in the center of your workspace – a table, a circle, etc. On that rock, write the words your group is going to define (e.g., community change). Give smaller rocks to all the participants as tablets on which they'll write a word that describes community change (or whatever you've chosen to define). Give all participants time to read their word aloud and explain why it relates to community change. You should reevaluate the definition at different stages of your group's efforts. Bring out the rocks and discuss whether the words written to describe community change still hold true, or whether group members would choose to change their definition in any way.

CHECKLIST FOR CHOOSING AN ISSUE

A good issue is one that matches most of these criteria. Use this checklist to compare issues, or develop your own criteria and chart for choosing an issue.

Issue 1	Issue 2	Issue 3	Will the Issue...
			1. Result in a real improvement in people’s lives?
			2. Give people a sense of their own power?
			3. Alter the relationships of power?
			4. Be worthwhile?
			5. Be feasible?
			6. Have a wide impact?
			7. Respond to deeply felt needs?
			8. Be easy to understand?
			9. Have a clear target?
			10. Have a clear timeframe that works for your group?
			11. Be non-divisive?
			12. Build leadership?
			13. Set your organization up for the next campaign?
			14. Address financial realities?
			15. Raise money?
			16. Be consistent with your group’s values and vision?

(The Public Policy and Education Fund of New York, a KLCC I Organization, adapted this checklist from a Midwest Academy, www.midwestacademy.com, resource and introduced it to the KLCC II sites. The Innovation Center adapted it for use in this tool kit.)

ACTIVITY: USING THE FISHBONE DIAGRAM TO GENERATE ACTION PLANS

Moving from identifying key objectives to achieving those objectives requires a well-thought-out action plan. Roca used the fishbone process with great success to help the group formulate thorough plans of action and then introduced the process to the other KLCC II sites. The following version of the process for developing a fishbone diagram – which takes its name from the diagram’s shape – was adapted from a tool designed by a Japanesebusiness management scholar, Kaoru Ishikawa (Adapted from *Guide to Quality Control*. Asian Productivity Organization, 1986), and first used in the 1960s. It is also called the “Ishikawa diagram” or “cause-and-effect diagram.”

OVERVIEW

The Fishbone diagram can help your group collectively generate objectives for its work and then develop an action plan for achieving these objectives.

OBJECTIVES

- To set achievable goals
- To rank ideas that are most important for the group to pursue to advance its goals
- To identify key tasks and who will do them
- To move from ideas to action

TIME REQUIRED

The process of completing the entire Fishbone diagram will likely require more than one meeting. We’ve included time allotments with each phase; however, these are only estimates. The time required to complete each step will vary by group and issue.

SUPPLIES

You’ll need a flip chart, markers, and sticker dots (three for every participant) for this activity.

PHASE I: SETTING GOALS

This initial step is especially useful if your group is large and has been working together for a while. Your group may have a number of ideas but struggle to select a focus and advance to action.

From your entire group, ask for a few volunteers who are ready to move to action to form a committee. This committee will frame the goals that the group has expressed excitement about. The job of this committee is to develop goal statements that prepare for a meaningful discussion by the whole group, not to make decisions for the group.

Potential goal statements should describe clearly what the large group is trying to achieve, for example:

- Reduce the dropout rate at the high school
- Improve access to services for immigrants new to the country
- Reduce acts of violence among teens

When the committee has prepared goal statements, its members will present these options to the full group. Ask the committee to lead the group through a process to select one or more goals for action. This typically takes 30–60 minutes. In this process, the committee asks the full group to consider these questions:

- What is doable in the time frame we have and with the number of people we have?
- What is feasible?
- What do you have passion to work on?
- Who is ready to work with us to make something happen?

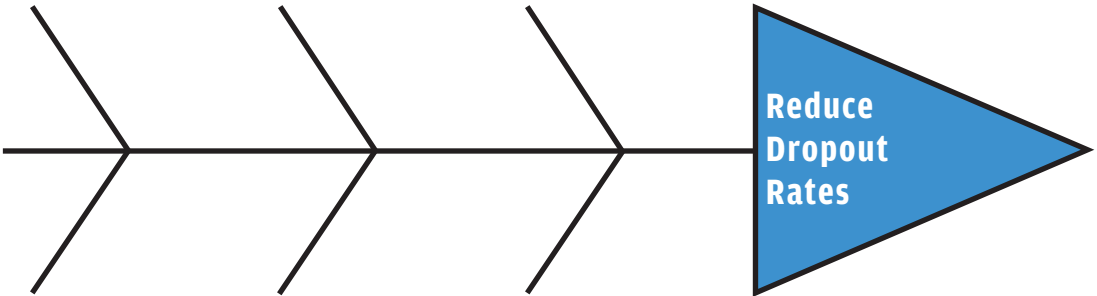
See the **Checklist for Choosing an Issue** on page 139 for a more detailed set of guidelines to help you compare and evaluate issues.

Try to have the entire group discuss these questions, to see whether they help identify the goal that has the most energy and the most people committed to it. If there is passion for more than one goal, make sure there’s also sufficient commitment to work on more than one goal.

If your group is too large for everyone to engage in this discussion, you can split into smaller groups of four to six to discuss the questions. When you reconvene, ask each smaller group to report on the top goal(s) it selected. This approach gives all group members an opportunity to engage in this important discussion.

Roca, for example, set a goal to reduce the dropout rate at the local high school. This goal is drawn as the head of the fish.

Fishbone Figure 1



PHASE II: IDENTIFYING AND RANKING INFLUENCING FACTORS

Present the goal statement to your group and invite members to describe what the statement means to them: What would success look like? What would change? Ask members to divide into pairs and share their answers to these questions with each other.

Then reconvene as a full group and ask members to brainstorm all of the “influencing factors” that might make a difference in achieving the goal, for example:

- Policies
- Practices
- Attitudes
- Access to services
- Opportunities

The objective is to list as many ideas as possible without evaluating each idea as it’s offered. Ask the group members to hold comments until you’ve listed their ideas of influencing factors on a flip chart.

When the list is complete, ask the group’s members to consider which influencing factors they think they can affect most positively, using the same questions from the goal-setting phase:

- What is doable in the time frame we have, and with the number of people we have?
- What is feasible?
- What do you have passion to work on?
- Who is ready to work with us to make something happen?

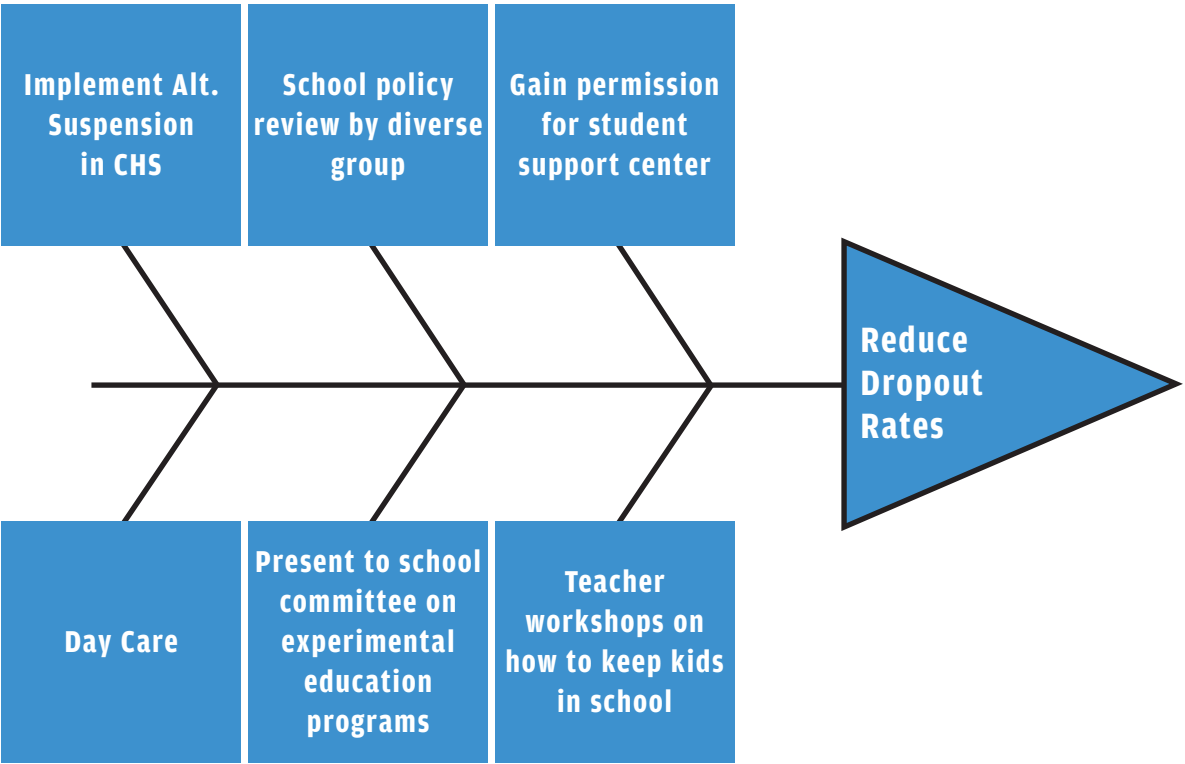
Give each person three sticker dots and have them put their dots on the flip chart next to the top three influencing factors they believe the group should take on. Participants should place only one dot per factor and need not use all three of their dots. When they’re done, note the influencing factors that emerge as your group’s top three priorities.

Draw these influencing factors as the first layer of the fishbone diagram.

Before adding the influencing factors to their fishbone diagram, Roca members asked themselves these questions:

- What activities need to happen for each of these influencing factors to be addressed?
- How will we measure the changes in these influencing factors and the process used to achieve changes?
- How will we communicate the work that’s being done to address these influencing factors?

Fishbone Figure 2



PHASE III: MAKING AN ACTION PLAN AND RECRUITING VOLUNTEERS

When your group has selected the influencing factors, ask people to separate into smaller groups based on which issue they really want to work on. If there’s an influencing factor that no one wants to take on, reconsider whether you want to continue pursuing it.

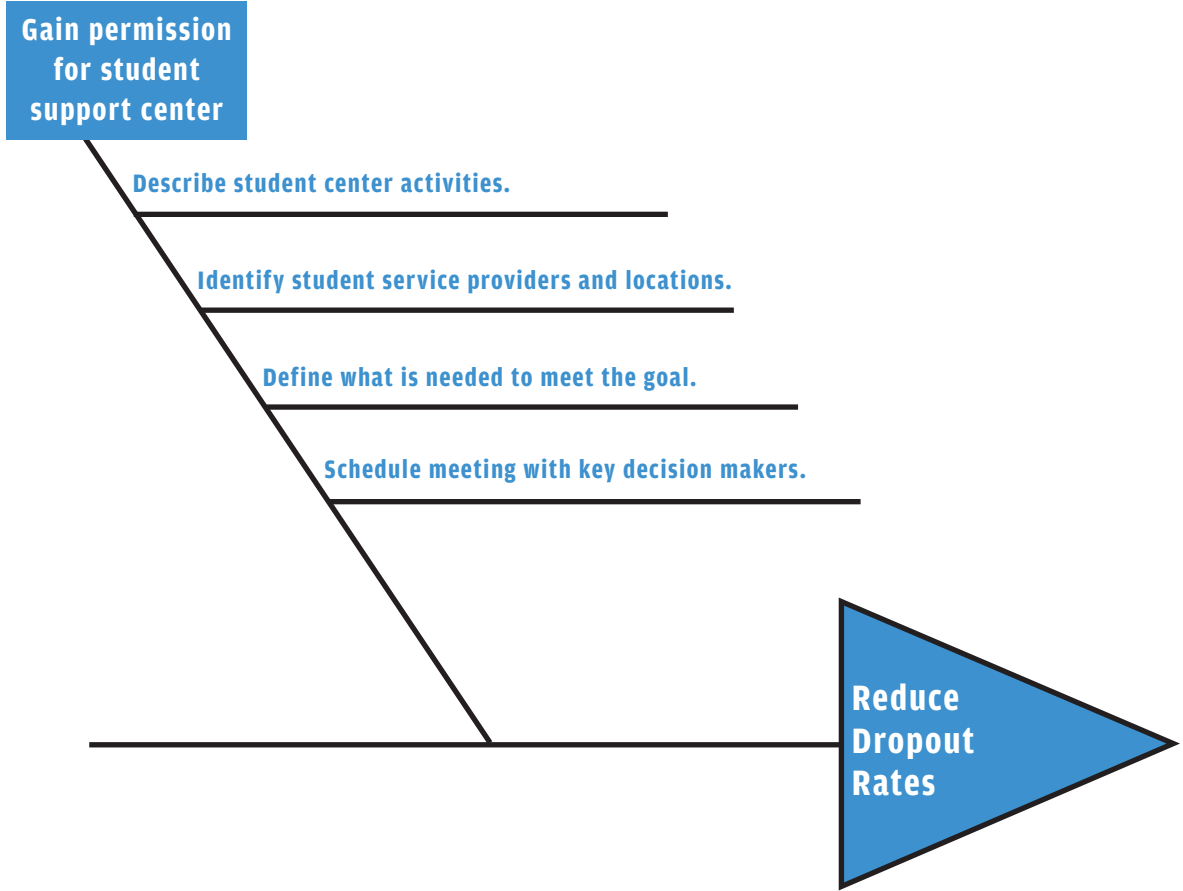
Using the Roca goal as an example, let’s say that lack of student support services is a factor that influences the high school dropout rate. In this scenario, a group might seek permission to create a student support services center on campus, but to do that, its members must first perform other essential tasks. Such tasks include:

- Describing what will happen in the student support center, for example, tutoring and connecting students to other resources;
- Identifying people who can provide those services and spaces where the services could be provided;
- Preparing a presentation that explains clearly what you’re asking and why you believe it will make a difference in achieving your goal and why the goal is worth achieving; and
- Arranging a meeting with members of the school’s administration.

When the small groups have agreed on the tasks, ask for volunteers to perform each task. Ask volunteers to think about what they’ll do to complete the task and come up with a timeline by which they’ll do it. Give people a few minutes to consider these requests, then ask for their answers. Set aside a time for people to check in with one another and collaborate.

Ask the small groups to share their plans with the full group to get feedback, brainstorm new ideas, and see if others can help. This process can bring out new ideas, volunteers, and connections. As the small groups present their plans to the full group, draw the tasks and the names of volunteers as the next layer of the fishbone diagram.

Fishbone Figure 3



PHASE IV: BUILDING IN EVALUATION

When the action plans are in place, remind group members of the earlier discussion they had about what success looks like. Ask how they will measure the changes to see whether the influencing factors are addressing the issue.

Continuing with Roca’s example: If the desire is to reduce the dropout rate, what data will we collect to find out whether the tutoring program in the support center is working? Is the program helping students stay in school? Is it helping to improve students’ grades? Is it helping to improve students’ feelings about school? Who will collect these data and report to the group?

Evaluation is important at every step of the fishbone process. Remember to build evaluation into your work from the beginning. Decide how you’ll evaluate your efforts: what information you’ll need, how and when you’ll gather it, how it will be analyzed, and who’ll be involved in those activities.

PHASE V: DEVELOPING A COMMUNICATION PLAN

Throughout the process of developing a fishbone diagram, it's essential to think about how you'll communicate the work you do to address influencing factors. There are many tools for developing communication plans. To start, consider:

- Who needs to know about what you're doing to make your efforts work?
- What are the key messages that you want those people to understand?
- How can you best reach them – meetings, posters, text messaging, parties, etc.?

As you start seeing success in your work, consider:

- Who needs to know about your successes so that they can join and support you?
- What are the key messages you want them to understand about what they can do?
- How can you best reach those people?

PHASE VI: CONCLUSION

Drawing the fishbone is a simple, visual way of organizing what's important and who is doing it. The fishbone approach requires that the group follow up with on what its members have agreed on and modify the fishbone diagram as the work advances.

Part 2: Staying Connected

Now that you've created a group with goals, objectives, and a plan of action, it's important to keep everyone in contact. The Internet is one way to do this.

There are many online resources that allow you to do so much more than just email: You can create a forum to share ideas and photos and spread the word about your group and its work. Don't assume that everyone has access to the Internet, and be sure to ask group members what method of communication works best for them. If you do opt to add an online component to your group's communications, you'll have a virtual world of options available to you. Technology is changing constantly, but when this tool kit was written, online groups and social networking sites were two of the more popular and easy-to-use options.

Online Groups

You can set up an online group through many of the popular search engines, such as Google and Yahoo!:

- <http://groups.google.com>
- <http://groups.yahoo.com>

Online groups let you to email all members easily and engage in discussion "threads" right on your group's personal page. The group's webpage is not only a forum for discussion but also a place for members to gather in cyberspace and share documents, music, and photos.

Social Networking Sites

Social networking sites, such as Facebook or MySpace, continue to grow in popularity not only among young people but among adults as well:

- www.facebook.com
- www.myspace.com

Joining a social networking site can be a marketing tool in itself. All users of these sites create a profile page, and your group's profile will expose you to an entire network of online users. Other users can, in turn, show their support of and recruit users to your mission by linking to your group's profile within their individual profiles. Furthermore, these sites offer a "groups" function that allows interested users to connect with one another around a shared interest, cause, or organization. As a member of one of these sites, you can create your own group within Facebook or MySpace that other users can access and join. Much like an online group through one of the popular search engines, Facebook and MySpace groups make it easy for group members to engage in discussion threads on the group's page, send messages through the host site, and share pictures, music, and documents.

Twitter

Twitter (www.twitter.com) is part of the latest wave of Web 2.0 tools. It keeps member connected by having users answer the simple question, “What are you doing?” Via text messaging or Internet, Twitter users post short (no more than 140 characters) updates on what they’re up to; other Twitter members can follow their friends’ updates and, that way, stay in touch with their friends’ daily lives. Using Twitter with your group may be a fun way for members to stay connected between meetings.

TIPS: USING ONLINE FORUMS

In our experience with KLCC II and online communication, we’ve learned a few things along the way. Here are some tips to help your group’s foray into online forums go smoothly:

- If your organization has the capacity, create a group that’s separate from but linked to your website. Talk to your IT person for more information.
- For online forums, make sure to designate someone to serve as the administrator of the site or online group, so that new members are invited to join as soon as possible.
- Encourage members to post community events.
- Use the group as a way to continue discussions carried over from your meetings. You can create discussion threads or just post different topics.
- When you have social events, use the online site to post pictures.
- Most of all, create a forum that represents your group and can be useful in achieving your goals.

Online forums can be tools to build relationships within the group. As people share information about themselves and their interests, you’re likely to see more people attending community events together and spending time together outside the project. In this way, online forums strengthen trust – and your community-change efforts will reap the benefits.

Here at the Innovation Center, we’re experimenting with online forums. Check out the Online Communities section of our website for ideas for your online forum and for connections to others invested in positive community change:

www.theinnovationcenter.org/onlinecommunities

Keeping Healthy: Strategies for Reflection and Learning

For any group to be successful, the connections that hold its members together must remain strong. Learning – about the community and about one another – is an ongoing part of that process. It’s easy for any group to focus attention on its actions and neglect itself – the group as a living, changing entity. You can help ensure your group’s sustained learning, connections, and success by making time to evaluate its progress and its members’ involvement and satisfaction with the group. And while you’re at it, remember that people tend to keep doing what they enjoy. Fun is terrific “glue” for binding people together and to a community-change cause.

The KLCC II sites and the Kellogg Foundation made conscious efforts to sustain their groups and the program through reflection, discussion, and an evaluation led by a team from Michigan State University’s Department of Educational Administration. The Kellogg Foundation sponsored a national assessment of all five sites in four areas:

- *Building trust;*
- *Co-constructing purpose and strategic plan;*
- *Acting together; and*
- *Deepening, sustaining and making the work a way of life.*

The insights from the evaluation about relationships and community were indispensable to the sites’ planning, learning, and courses of action:

- *The Boys and Girls Club of Benton Harbor learned how its work to decrease the local high school’s dropout rate motivated people to invest time and energy in their community.*
- *The Mi Casa group came to a deeper understanding of the profound impact of its youth-adult partnerships.*
- *Big Creek gained empowerment from reflections on its lobbying of the local school board.*
- *Roca identified core beliefs to guide the group in the next stage of its community-change efforts.*
- *Lummi Cedar Project discovered valuable insights into the role its Native American culture plays in shaping its community.*

Most groups will not be able to afford an assessment on the scale of KLCC II’s national evaluation. However, any group, regardless of financial resources, can attend to the thoughts, feelings, and needs of its individual members. This act, by itself, will help sustain your group.

Some of the tips and activities in this section are short and simple; others are more detailed and time-consuming processes. But all of the ideas in this section work toward one goal: helping you keep your group healthy, happy, and a center of learning and change.

Part 1: Simple Strategies to Stay Healthy

Sometimes, staying healthy can be as simple as taking time to listen or have fun. Your group members undoubtedly have a lot to say about how things are going, and it’s crucial that you take into account what they have to say and how they feel. The activities and tips in Part 1 of this section can help you get your group’s members talking in ways that will sustain your organization for the long run.

ACTIVITY: WHAT’S UP?

Evaluation and reflection are essential components of sustainable success in your group’s community work or in the group’s development. Some group members may be hesitant to exercise their voice in group matters. Anonymity can be a helpful tool in assessing how your group is meeting members’ needs. Mi Casa Resource Center used the shield of anonymity as a tool to help keep its group strong and its members connected.

OVERVIEW

This activity offers participants a safe and anonymous way to provide feedback to the group. It can be used as a sort of extended reflection at the end of a meeting or activity.

OBJECTIVES

- To elicit participants’ thoughts for sharing with the group
- To ensure that issues are addressed

TIME REQUIRED

Approximately 30 minutes

SUPPLIES

You’ll need a flip chart and makers for this activity, plus copies of **Handout 7A** and pens or pencils for each participant.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	10 min	<p>Tell the group, “We spend a lot of time talking about how our group is serving the community, and that’s wonderful work. But it’s also important that we take time to evaluate how our group is doing for us – how it is or is not meeting your needs and the needs of others, and how we can improve in these areas.”</p> <p>Pass out a pens or pencils and Handout 7A. Invite those present to take a few moments to write their thoughts about the meeting or activity they just participated in on the handout.</p>	<p>Copies of Handout 7A</p> <p>Pens or pencils</p>
Step 2: Listening and sharing	10 min	<p>Ask a participant to collect the handouts, shuffle them, and then redistribute them – one to each participant. Have another participant take notes on the flip chart for the group. Invite participants to take turns reading the handout they have aloud.</p>	<p>Flip chart</p> <p>Markers</p>

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WHAT	TIME	HOW	MATERIALS
Step 3: Reflecting and dis- cussing	10 min	Use this reflection time to address issues as they come up. Issues could arise from comments on the handouts or through discussion. Be sure to ask the participants for input on these issues (don't try to tackle them by yourself).	

HANDOUT 7A: THE “WHAT’S UP?” FORM
(Aka the “Anonymous Brilliance” Form)

Date: _____

Did you find yourself frustrated at any time? Why?

What was enjoyable or fun?

What did you learn about the topic or about yourself?

What would you like to see happen differently next time?

ACTIVITY: TEACHING AND LEARNING

It’s easy to forget that you and your group members are simultaneously teachers and learners. A gentle reminder of that fact can be useful for work on leadership development with youth and adults. The Boys and Girls Club of Benton Harbor, Michigan, used this activity in its community and shared it with the larger KLCC II group.

OVERVIEW

This activity allows group members to share the many moments during which they both teach and learn from one another.

OBJECTIVES

- To encourage a space for both teaching and learning
- To facilitate reflection
- To share talents and gifts

TIME REQUIRED

Approximately 25 minutes

SUPPLIES

You don’t need materials for this activity, just enough space for your group members to sit in a circle.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	3 min	Have group members sit in a circle. Tell them, “We’ve been working as youth and adult partners for a while now, and we’ve been doing a great job. I’d like to take a little time to think and talk about how we’ve learned from and taught others.” “I’d like you to think about these two questions: During our time together, what have you learned? What have you taught?” Give participants a few minutes to think about their answers.	
Step 2: Sharing with others	15–20 min	Go around the circle (you may choose to use a talking piece) and have participants share their answers. Give them enough time to fully express themselves. Model engagement in the activity by listening deeply.	
Step 3: Wrapping it up	5 min	When everyone has shared, thank group members for their reflections. Ask whether anyone has something to comment about or thoughts sparked by what others have said. Allow time for these discussions. Ask a few final questions: <ul style="list-style-type: none">■ Were you surprised by what you heard?■ Did several people learn or teach similar things?■ How can this discussion help us as we move forward?	

GROWTH PLANNING

For your team’s continued success, it’s essential that all members take time to evaluate their personal development and the development of group dynamics. From this evaluation, you’ll gain insights that help you plan for future growth. The following questions will help guide you in this process. You can read them aloud to your group or use them as a handout.

Personal Growth Planning

- What do you feel comfortable with in the work you’re doing?
- On a scale of 1 to –10 with 10 being the highest level, how confident are you in voicing your opinion? Speaking in public? (Add other questions as appropriate.)
- What don’t you feel comfortable with? Why?
- What are your strengths?
- What are your areas for improvement?
- What do you want to get out of your experience with this group?
- Six months from now, what would you be doing differently to make you feel successful?

Group Growth Planning

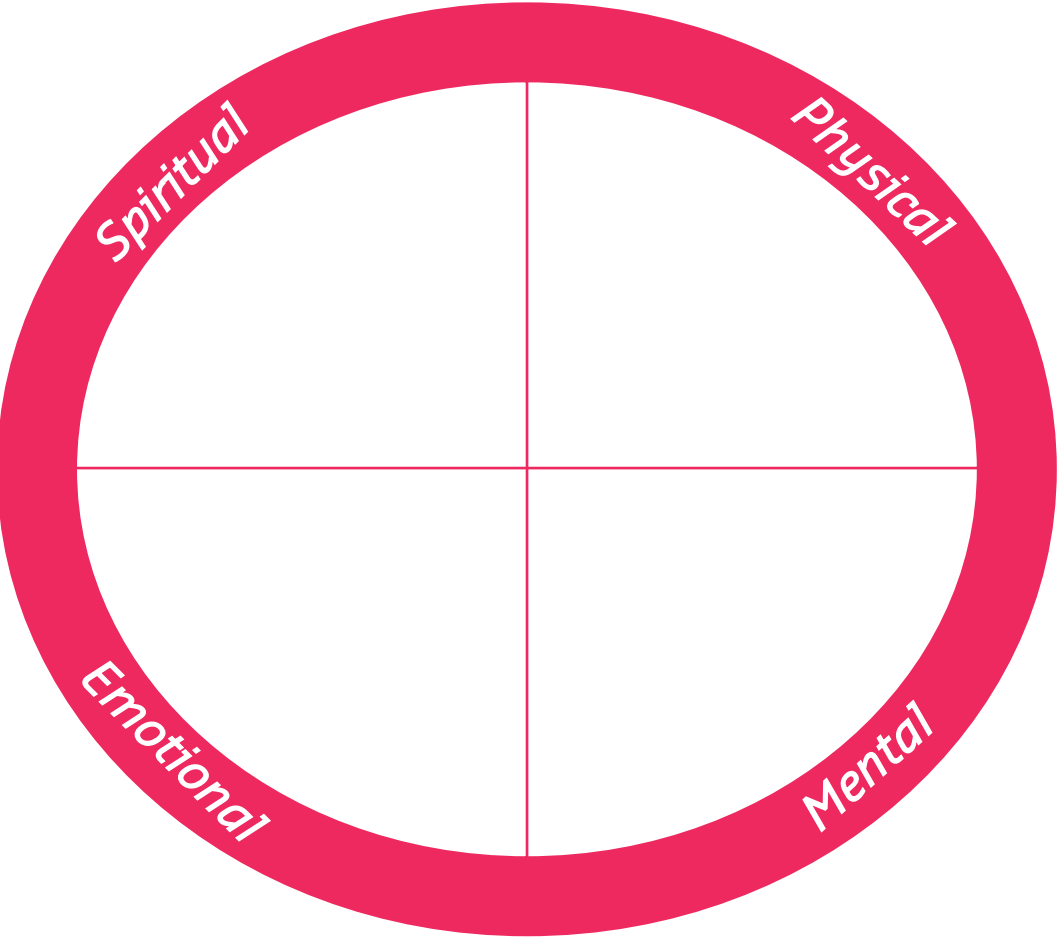
- What do you think are the top three issues in the community?
- Why are they important to you?
- What can you and this group do about them?

THE ROCA MEDICINE WHEEL

Roca has found much success using circles as a method of coming together in Gracious Space (see the **Gift of Gracious Space** in Section 4). Roca’s circle process is grounded in the traditional medicine wheel, a framework the organization has used for personal and group self-reflection. The medicine wheel divides the self into four parts: physical, mental, emotional, and spiritual. According to traditional Native American belief, individual and community health is possible only when these four parts of the self are nurtured and balanced. Use the medicine wheel to guide the reflections of your group’s members on their personal development and the development of the group as a whole.

MEDICINE WHEEL REFLECTION TOOL

- How am I doing physically? Mentally? Emotionally? Spiritually?
- How is the group doing in these four areas? In each of these areas, how am I serving the group? How is the group serving me?
- What do I need to work on physically, mentally, emotionally, and spiritually to be more balanced in my life? What does the group need to work on to achieve more balance?



ACTIVITY: MAKING FACES

Sometimes, group members may want to make their feelings known without delving into too much explanation. Paper faces, each with a different expression (e.g., happy, excited, frustrated, scared, confused, angry, contented) are a great way to allow this. Have your group use paper plates to create faces that express different emotions. After an event or meeting, bring out the faces and let group members choose the face that best describes their feelings at the time. This way, participants can feel that they have a voice, even if talking in front of a group isn’t a good fit for them. You can gently probe people for explanations of their choice or talk to individuals at other times to try and find out more.

REMINDER: MAKE TIME FOR *FUN!*

The activities that build and strengthen relationships can take place outside the context of community-change work. Pick a time every so often (perhaps once a month) to do something with your group that’s completely unrelated to its work and wholly related to fun: go bowling, see a movie, take a hike. Ask group members for suggestions (their answers may surprise you, point out shared interests, or spur discussion.) It’s not **what** you do that’s important; it’s just doing it together – whatever non-work activity you choose. Laughter is a great aid in putting people at ease and uniting them in common purpose.

Part 2: Deeper Evaluative Strategies for Staying Healthy

To keep your group healthy, it’s important to reflect on your work and how it is or isn’t meeting your goals – at the individual and group levels. The KLCC II sites and the national evaluation team from Michigan State University used these activities and tips in their national evaluation process. They can help you and your group members use everyone’s reflections to best effect and enhance the dynamics and work of the group.

ACTIVITY: MOST SIGNIFICANT CHANGE

Over time, your group – its members, dynamics, goals, strategies, and mission – inevitably changes. Examining specific moments of change is a helpful way to take advantage of lessons from the past in planning for the group’s future.

OVERVIEW

This activity will help your group identify its core beliefs and the stories that best represent these beliefs. It is presented here in relation to organizational change, but you can adapt this activity to trace individual development.

OBJECTIVES

- To identify key instances of organizational change
- To record these moments, thus helping the group to understand what led to change at a specific moment
- To identify your group’s core beliefs
- To link actions to your group’s goals

TIME REQUIRED

Two sessions: Session 1, 90 minutes; Session 2, 60 minutes

SUPPLIES

You’ll need a flip chart with your organization’s goals (domains) as headers, tape to post story drafts to the flip chart, and copies of **Handout 7B** and pens or pencils for participants.

WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context	5 min	<p>Tell your group, “We’ve been working together for some time now, and during that time we’ve seen a lot of changes. Change can be a great thing. Change often signifies progress. To learn from change, we need to evaluate it in terms of our core beliefs.”</p> <p>Point to the flip chart. Explain, “I’ve divided this chart according to our organization’s goals. We’re going to think about and change in each of these categories.”</p>	Flip chart with your organization’s goals (<i>domains</i>) as headers

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WHAT	TIME	HOW	MATERIALS
Step 1: Setting the context (cont.)		<p>The KLCC II National Evaluation Team referred to broad organizational goals as “domains.” The four domains it identified were (1) building trust, (2) co-constructing purpose and strategic plan, (3) acting together, and (4) deepening, sustaining, and making the work a way of life. In discussing how you’ll evaluate change with your group, feel free to use KLCC II terminology or more general terms. For more information about KLCC II’s domains, check out The Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change on the KLCC website at: www.klccleadership.org.</p>	
Step 2: Drafting stories*	15 min	<p>Give each participant one copy of Handout 7B per goal or domain. Tell participants, “I want you to think of stories – stories of events or changes that have occurred with this group – that best represent each of our group’s goals. While you think of stories, keep in mind the characteristics of a good story. Good stories engage the heart and head, focus on a single theme of change, succinctly document the change or changes taking place, and include the story’s context and details from the speaker’s perspective.” With your group, brainstorm other characteristics of good stories. Invite a volunteer to take notes on a flip chart for all to reference.</p> <p>Have all participants outline a story (from your work together) that they feel captures the essence of each goal or domain.</p>	<p>Handout 7B</p> <p>Pens or pencils</p> <p>Flip chart</p> <p>Markers</p>
Step 3: Sharing stories*	60 min	<p>Divide the full group into smaller groups of 3 to 5 participants. In the small groups, have participants share the stories they drafted. Use these questions to prompt discussion in the small groups:</p> <p>How did you (the storyteller) first become involved with this organization, and what is your current involvement?</p> <ul style="list-style-type: none">■ Why was this story significant for you? For the organization? For the community?■ What other stories do you think demonstrated the most significant change that took place <i>inside</i> this organization? What other stories do you think demonstrated the most significant change that took place <i>outside</i> the organization? <p>Ask each small group to select one story it collectively thinks best represents each domain.</p> <p>Return to the full group. Allow all the small groups time to share the stories they selected for each domain and to discuss how and why their story is representative of that group’s experience.</p> <p>From these stories, select, as a full group, one story that best represents each domain. Stories may be expanded or combined. Use the small-group discussion questions to prompt discussion.</p>	

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WHAT	TIME	HOW	MATERIALS
Step 4: Posting stories and determining next steps*	10 min	For each goal or domain, ask a volunteer to commit to developing the draft of the selected story into a more detailed narrative, with the relationship between the story and the domain clearly explicated. Make copies of all drafts and distribute them to those who volunteered to develop the story in full; keep a copy of the story for group records and post another copy of the drafts on your flip chart under the proper domain.	Flip chart with domain headers Tape

Session 2 – at least 1 full week after Session 1

WHAT	TIME	HOW	MATERIALS
Step 5: Sharing final drafts*	60 min	<p>Gather again with your entire group. Have the authors of each domain's story share their drafts with the group. They may share their story verbally or pass out printed copies of the story; you may also decide to post copies of the story on the wall and have group members circulate to read them. Now is the time for other group members to help revise the story. When the stories are final, post them on the flip chart. Lead the group in a reflection on the stories:</p> <ul style="list-style-type: none"> ■ As you look at or hear all our stories, what stands out to you? ■ How do the stories make you feel? ■ What do the stories tell us about our progress as a group? ■ How can we use these lessons as we move forward? ■ What other people should we share these stories with? 	<p>Flip chart with domain headers</p> <p>Tape</p>

*Throughout this process, be sure to collect all the stories – even the ones your group does not select as most significant. The stories can serve as an archive of actions taken by your group and evidence of progress toward your desired goals (domains).

HANDOUT 7B: MOST SIGNIFICANT CHANGE STORY FORM

Name: _____

When did this story happen? _____

Title: _____

Domain/Goal: _____

A brief outline of the story:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ACTIVITY: PHOTOVOICES

Photovoice methodology was developed in 1995 by Caroline C. Wang and her colleagues as a means for women living in rural villages in China to communicate important health messages to policy-makers. It’s founded in a history of photographic approaches to auto-ethnography and activism. The KLCC II National Evaluation Team used the photovoice methodology as a process for participants to better understand how they came to define the overall concept of their initiatives and the promise and potential of their strategic designs. Even if your evaluation work is nowhere near the national scale, you can use the photovoice methodology to help your group members better understand collective leadership and how it affects their communities and to identify future strategies for community change.

OVERVIEW

This activity demonstrates a grassroots participatory methodology that puts cameras in the hands of community members. It charges these community members with the task of recording and reflecting on their community’s strengths and concerns.

OBJECTIVES

- To recognize and honor the value of participants’ subjective experience
- To “reflect the community back upon itself” and reveal social and political realities
- To facilitate critical and analytical discussion of social conditions and their root cause issues

TIME REQUIRED

Allow a minimum of 4 weeks to disseminate cameras and information, take and develop photos, write narrative descriptions, and reflect on the experience. The process culminates with a full-day (8-hour) group workshop.

ADVANCE PREPARATION

All participants will need to sign a consent form (**Handout 7D**). For the orientation and photo-taking stages, you’ll need to determine three framing questions (see **Pre-Process: Deveoping Framing Questions** on the following page).

SUPPLIES

You’ll need disposable cameras, self-addressed postage-paid express envelopes, and copies of the invitation, consent form, photo release form, Photovoice Ethics and photo reflection sheet (**Handout 7C, Handout 7D, Handout 7E, Handout 7F** and **Handout 7G**, respectively) for each participant. Poster board and full-sheet labels (Avery 5165) are optional supplies, but we think they’re the best materials for mounting and displaying participants’ photos.

For the full-day workshop, you’ll need materials to mount the photos: poster board, double-sided tape, etc. You’ll also need pens, paper, and colored sticky dots (8–10 per participant) for participants. You might want to consider arranging video and audio recorders to document the workshop.

Orientation and Photo-Taking

WHAT	TIME	HOW	MATERIALS
Pre-Process: Developing framing questions	30 min	<p>Framing questions serve as guidelines for participants in identifying photo subjects that are meaningful for them and address the goals of the project. Provide three concise questions that are targeted to the goals of your organization yet broad enough to allow room for participants to explore, share their unique voice, and tell what they think needs to be known.</p> <p>Here are the framing questions KLCC II used in its photovoice process:</p> <ol style="list-style-type: none">1. What activities best show collective leadership in action to improve teaching and learning in your community?2. In what ways did KLCC help your community cross boundaries (of race, class, ethnicity, age, gender, etc.)?3. What changes (such as new partnerships, pathways, policies, practices, etc.) brought about through KLCC do you think may endure?	
Step 1: Orientation meeting	1–2 hours	<p>Host an orientation meeting with the participants. At this meeting, review the purpose of the photovoice process and orient them to the framing questions and the calendar of deadlines. Give each participant the following materials:</p> <ul style="list-style-type: none">■ A disposable camera labeled with his or her name;■ A hard copy of the framing questions;■ Photo release forms and Handout 7E and Handout 7F (“Photo Release Form and Photovoice Ethics”); and■ Return postage-paid envelopes (express/FedEx return envelopes).	<p>Handouts with framing questions and deadline calendar</p> <p>Disposable cameras labeled with participants’ names</p> <p>Copies of Handout 7E</p> <p>Copies of Handout 7F</p> <p>Self-addressed, postage-paid envelopes</p>
Step 2: Photo-taking, collection, development, and reflection	About 2 weeks	<p>Allow participants a 2-week timeline to take their pictures and return their cameras and the subject release forms (in the self-addressed, postage-paid envelopes you provided). About midway through that time period, remind them of their deadline by phone or email.</p> <p>When you’ve received the cameras, develop the film. Process one digital/CD copy and two standard-sized prints of each photo. Label both sets of photos on the back (e.g., #1–#XX). Keep the CD and one set of photos; mail the second set of photos back to the participants. Include photo reflection sheets (Handout 7G), directions for the next steps in the process, and another self-addressed, postage-paid envelope.</p>	<p>Handout with directions for next steps</p> <p>Copies of Handout 7G (Photo Reflection Sheet)</p> <p>Self-addressed, postage-paid express envelopes</p> <p>Full-sheet labels</p> <p>Poster board</p>

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WHAT	TIME	HOW	MATERIALS
Step 2: Photo-taking, collection, development, and reflection (cont.)		<p>In the directions, instruct participants to select six photos that best respond to the initial framing questions and that they’re willing to share. Participants should select photos they find most significant and meaningful – those photos they’d want to share with a broader audience because of the story the photo tells or the way it reflects the framing questions. For each photo selected, the participant will complete a reflection sheet describing and providing a rationale for the selection (Handout 7G). Participants return ALL their photos and the reflection sheets in the self-addressed, postage-paid envelope.</p> <p>After you receive these photos and reflection sheets, process one set of the six photos in a 5”x7” size and two sets in an 8”x10” size. Type up the descriptions from the reflection sheets and print them onto white, full-sheet labels (we like Avery 5165).</p> <p>Mount the prints and reflections onto poster board in a uniform manner that doesn’t distract from the photos and the accompanying descriptions.</p>	

Photovoice Workshop

Organize a full-day workshop for participants to come together and learn collectively from the photovoice experience. There are five parts to this portion of the process:

- Pure appreciation of one another’s’ photos;
- Small-group work to tell a collective story;
- Sharing of story and photo montage;
- Sticky dot process; and
- Full-group discussion to develop a collective story.

Remember to provide lunch and refreshments, as well as free time for participants to interact.

WHAT	TIME	HOW	MATERIALS
Step 1: Pure appreciation	30 min	<p>As participants arrive at the workshop, encourage them to circulate through the room to view and appreciate the photos and reflections and to talk with other participants about the experience of taking and selecting photos. During this time, evaluators circulate through the room. Evaluators ask participants clarifying and probing questions and take notes, and possibly audio and video recordings of the responses (see Potential Probes for Individual Photo Montages).</p>	<p>Poster board with photos and descriptions, mounted on the wall</p> <p>Video and audio recorders, if desired</p>

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WHAT	TIME	HOW	MATERIALS
Step 2: Small-group work	1 hour 15 min	<p>Divide the full group into smaller groups that have some commonalities – the location of the community they come from, themes of the photos, or some other thread that could link the group. (The size of your small groups will vary according to the total number of participants; we like five to six people per group.)</p> <p>Small-group members work together to select six photos from their individual photo boards that best respond to the framing questions. Each group then uses those six photos to create a team photo board with a title and a 15-minute oral presentation of its photo board.</p>	<p>Poster board</p> <p>Double-sided tape</p>
Step 3: Small-group stories	15 min for each small group	<p>Give each small group 15 minutes to present to the full group the theme of and the photos on its photo board. Use the “Clarifying Questions” and “Probing Questions” from Potential Probes for Small-Group Teamwork Montages to engage the group in a discussion of its selections. Ask that the audience not engage in Q&A during this process but jot down their clarifying questions, their “ah-ha!” moments, and their own stories to share later in the day.</p>	<p>Pens or pencils</p> <p>Paper</p>
Step 4: Sticky dot process	30 min	<p>Give each participant a certain number of different colored sticky dots (8–10). Each color should correspond to a specific theme or category (i.e., a framing question). Give the participants time to place the dots next to the pictures they feel speak best to the overall theme and purpose of the group’s work.</p> <p>During a break, count the dots and group the most popular photos in each category into a first-round gallery layout. Depending on your goal for the photovoice process, you may select the most popular photos in each theme area or select the 8–10 photos that received the most dots. Once you’ve counted the dots and selected the photos, display the duplicates of those photos to begin the first round of the gallery layout.</p>	<p>Colored sticky dots</p> <p>Poster board for display of selected photos</p>
Step 5: Group discussion and gallery design	2 hours	<p>Present the results – the first-round gallery layout – of the sticky-dot process to the group. Ask for any thoughts, reactions, or questions (use the questions from Potential Probes for Full-Group Discussion and Montage). This is the time for participants to share their individual and collective experiences as they relate to specific photos, name the underlying issues and themes, and revise and reinvent the groupings.</p>	

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WHAT	TIME	HOW	MATERIALS
Step 5: Group discussion and gallery design (cont.)		<p>Ideally, through the course of the discussion, the thematic grouping will take on more community relevance and your role as a facilitator will become less and less important; participants will themselves own the discussion and the thematic analysis. By the end of the discussion, guide your group to design its photo gallery that will be shared with the larger community.</p> <p>Close the discussion and the workshop with some brief discussion questions:</p> <ul style="list-style-type: none">■ What did you learn about yourself, this group (organization), and the community?■ What are our next steps?	

Make sure your participants’ great work has a chance to be appreciated by the community at large. Follow through on your group’s plans for a gallery and make the necessary arrangements (time, space, food, parking, childcare, etc.) for the community to gather and view the gallery. This is the participants’ time to share the work of the group with their community and identified policy-makers and to engage these people in conversation about the identified themes.

For more information about photovoice, check out the photovoice website:
<http://www.photovoice.com/index.html>.

POTENTIAL PROBES FOR INDIVIDUAL PHOTO MONTAGES

Clarifying Questions

- 1. Please tell me more about what’s going on in this picture [may want to point out a particular activity or relationship in the photo].
- 2. Please tell me more about the people in this picture. Why did you want to focus on them?
- 3. Tell me more about why you took this picture.

Probing Questions

- 1. How does this picture (or photo montage) reveal collective leadership? What other leadership activities were you engaged in that you did not present in a photo?
- 2. I see that this picture highlights a group meeting. How, in light of the photo and your experiences working with this group, do you believe both individual and collective leadership was learned in your group?
- 3. I see that in this photo, you highlight [insert activity]. Tell me more about this activity and how it [insert: created individual leadership skills, collective leadership capacity; bridged differences; created new pathways for community participation, community change, new policies and practices, etc.].
- 4. What particular partnerships were forged here? Can you explain what’s new about this partnership?
- 5. If you had taken a similar picture of these people/this activity, say, 5 years before, would the picture show something different?
- 6. I see that this picture shows [insert place]. Please tell me more about this place and why it’s important to your group’s work (probe for economic, political, cultural context, tensions and concrete group activities that addressed these).
- 7. What does this photo **not** show? In light of your photo composition, what impact do you believe that you, as a member of this group, have made on your community? What impact has the collective group made? (Encourage the participants to draw on the photo as they present their response. Probe in the area of finance, culture and language, school-family-community partnerships, education, etc.)
- 8. How is your photo composition different from and similar to the others in this cluster?

POTENTIAL PROBES FOR SMALL-GROUP TEAMWORK MONTAGES

Clarifying Questions

- 1. Please explain to me why your team selected these six photos.
- 2. Can you tell me more about how these six pictures work together – that is, what story do you intend to tell?

Probing Questions

- 1. As you look over all these pictures, how are they similar and how are they different? What different stories are the pictures telling? What stories are they not telling?
- 2. Why did you or your team select this as one of your six key photos?
- 3. How does the composition illuminate the collective leadership for community change around the theme of [insert theme from probing questions]?
- 4. I see that in the photo your team selected, you’re highlighting [insert activity/activities here]. Tell me more and, in particular, how the photo speaks to [insert: individual leadership skills, collective leadership capacity, bridging differences, creating new pathways for community participation, community change, new policies and practices, etc.].
- 5. What activities in these photos do you believe will endure in your community?
- 6. How have the activities you highlight in your story affected other community activities?
- 7. If the sky were the limit, what would be your next steps to further the work of your group in your community? What might hinder this way forward?

POTENTIAL PROBES FOR FULL-GROUP DISCUSSION AND MONTAGE

- 1. How does this picture (or cluster of pictures) tell the viewer what collective leadership is and the impact it has on [insert theme: improving teaching and learning, building effective youth-adult partnerships, etc.]?
- 2. How does this picture (or cluster of pictures) show differences (of race, class, ethnicity, gender, etc.) within a community and how these differences can be bridged?
- 3. What challenges are being highlighted here? How are they being addressed successfully or unsuccessfully?
- 4. As you build and reflect on this collective montage, how does it speak to creating systemic changes in a community? To what end?
- 5. How does this story reveal elements of replication, adaptation, and growth of your group within and across communities?

HANDOUT 7C: INVITATION TO JOIN THE PHOTOVOICE PROCESS

Please fill in the blank parts with the appropriate information. Have your participants keep the invitation letter for their records. Collect the consent forms and keep them for your records.

Please keep this consent form for your records!

This consent form acknowledges your participation in the _____ [name of your organization] photovoice process. The activities will be administered by _____ [name of facilitating team], which consists of _____ [list names of co-facilitators].

The photovoice process will ask that you spend 1 week taking one roll of film (27 exposures) and then mail or deliver the camera back to us (self-addressed, postage-paid envelope provided). We will develop your photos and return them to you. We will then ask you to select and reflect in writing on six of your pictures that you believe are most meaningful in their description of the work of the fellowship and that you would want to share with a broader audience. You will return the photos and reflections to us (self-addressed, postage-paid envelope provided). You will then participate in a 1-day learning workshop that will engage you and other participants in the photovoice process through a facilitated discussion and analysis.

During this full-day session, we may be audiotaping and video recording the conversations and taking field notes. At any time, you can request that the recorders be turned off. You also have the right not to answer any questions you choose. The recordings and transcripts will be kept in a locked file cabinet, and your identity (if you choose not to be identified by name) will not be disclosed (we will use “site participant”). The data will be used in a report to _____ [insert name] about the project, and may be used in published articles and presentations.

Because of the small number of participants (9–15), identity might be discerned; therefore, only limited confidentiality can be guaranteed. However, your privacy will be protected to the maximum extent allowable by law. Please know that participation in this project is voluntary and that you may choose at any time not to participate. This withdrawal would not incur any penalty or loss of benefits to you or your program.

Should you have any questions or concerns about the rights of subjects and the duties of investigators, or are dissatisfied at any time with any aspect of the study, you may contact – anonymously, if you wish – _____ [insert contact person].

Should you have any questions, please do not hesitate to contact _____ [name of lead facilitator and contact information].

Sincerely,

HANDOUT 7D: CONSENT FORM

PLEASE RETURN THIS SHEET!

The facilitators have my permission to focus observations on my interactions with other participants during the photovoice process.
_____Yes _____No

The facilitators have my permission to access the photos, photo reflections, and other documents I develop as part of the reporting process.
_____Yes _____No

The facilitators have my permission to use audiotape and video recording equipment for group and individual conversations during the photovoice process.
_____Yes _____No

The facilitators have my permission to use audiotapes, video recorders, and photographs that may include me in presentations, as long as they do not identify me by name or through other background information without my consent.
_____Yes _____No

Your signature below indicates your voluntary agreement to participate in this evaluation.

Participant’s name (PLEASE PRINT): _____
Email address: _____
Phone number: _____

Participant’s Signature _____ Date _____

Parent or Guardian Signature _____ Date _____
(if participant is under 18)

HANDOUT 7E: PHOTO RELEASE FORM

Return Release to:

[Name of organization]

[Address]

[Phone]

[Fax]

[Email]

I give to _____ [name of organization], its nominees, partners, and assigns, unlimited permission to copyright and use photographs that may include me in presentations, as long as they do not identify me by name or through other background information. I hereby waive any right that I (and Minor) may have to inspect or approve the copy and/or finished product or products that may be used in connection therewith or the use to which it may be applied.

Name of person photographed (please print):

Age (if under 18):

Street address, city, state, and zip code:

Signature:

Date:

Consent of parent or legal guardian if above individual is a minor

I consent and agree, individually and, as parent or legal guardian of the minor named above, to the foregoing terms and provisions. I hereby warrant that I am of full age and have every right to contract for the minor in the above regard. I state further that I have read the above information release and that I am fully familiar with the contents.

Signature:

Relationship:

Photographer name:

Signature:

Assignment/Date:

Location:

HANDOUT 7F: PHOTOVOICE ETHICS:
SAFETY, IMPACT, AND OBLIGATION

Photovoice is, by design, intended to include participants in participatory inquiry. They become documentary photographers at their site; their objective is to take pictures of activities, events, symbols, and people (photo subjects) that best respond to the framing (trigger) questions. The impact of this work can extend to include:

- The photovoice photographers,
- The photo subjects, and
- The broader community that experiences the stories and photos through the Community Gallery.

Although safety and ethical considerations will vary across situations and rarely lend themselves to standard solutions, we can benefit from consideration of the following issues and questions.

Safety

Photovoice participants are asked to photograph the work of their community. They may document elements of strength and issues of concern. Recording these elements for public dissemination could have negative repercussions for the participant – as the photo is being taken or after the photo and explanation of it have been disseminated. Here are some concerns and what we will instruct photovoice participants to do in practice.

KEY CONCERNS	YOUR PRACTICE
<ul style="list-style-type: none">■ Potential risks to photovoice photographers from putting themselves in dangerous settings or situations.■ Potential risks to photovoice photographers from photo subjects.■ Potential risks to photovoice photographers from being identified in connection with their photos and stories.	<ul style="list-style-type: none">■ Give careful thought to the context and content of your photos – the communities in which you live, the issues you will be exploring, and the situations you might get into while documenting your work.■ Because you know your neighborhoods better than we do, we encourage you to use your street sense.■ “Shooting smart” – maintaining your personal safety – is of highest priority. No photo is worth personal danger.■ Remember that there are alternative ways to present issues (e.g., through abstract representation).■ Take your photos in public spaces (from which participants can photograph without being seen as trespassing) versus private property.

Subjects of Photographs

The evaluation team and the photovoice participants have an ethical responsibility to their photo subjects. We want to emphasize that photovoice photographs are meant for dissemination. For this reason, there is no point in taking photos that cannot be shown for lack of the subject’s permission through the release form. Here is our key concern and what we instruct photovoice participants to do in practice.

KEY CONCERNS	YOUR PRACTICE
<ul style="list-style-type: none">■ Potential risks to photo subjects from being identified in connection with particular situations or activities in photos.	<ul style="list-style-type: none">■ As a documentary photographer, you must respect the privacy of others. If someone does not want his or her picture taken, don’t take it.■ It is essential that photo subjects sign a release form to be photographed. We have included forms. For children or youth under the age of 18, you will need approval from a parent or guardian. This is provided for on the release form. Please make more copies if you need them.■ Please emphasize to photo subjects that the photographs are meant for dissemination. Photos cannot be shown without a subject’s release.■ Again, there are ways to portray issues of concern that don’t require showing individuals.

Impact on Your Community

KEY CONCERNS	YOUR PRACTICE
<ul style="list-style-type: none">■ Potential risks to your community as a whole through generating conflict around issues or negative image.	<ul style="list-style-type: none">■ Because of your background using a number of dissemination tools, we are confident that you understand the importance of weighing potential for collective good against potential for both individual and collective harm.

Obligation of the Evaluation Team

KEY CONCERNS	YOUR PRACTICE
<ul style="list-style-type: none">■ The photovoice process puts the evaluation team in a close partnership with site participants. The effectiveness of our work is based on bonds of trust and our commitment that participant stories and voices be meaningful.	<ul style="list-style-type: none">■ Because of your background using a number of dissemination tools, we are confident that you understand the importance of weighing potential for collective good against potential for both individual and collective harm.

continued next page

KEY CONCERNS	YOUR PRACTICE
<ul style="list-style-type: none">■ At the same time, we know that you are invested in the photovoice process and data. Because of the many potential uses for these data, we will share stories in a variety of ways for a variety of purposes.	<ul style="list-style-type: none">■ We will strive to build a participatory component through ongoing phases of analysis.■ You will be a part of the decision-making process in how the photos and stories will be disseminated.■ We will strive to balance agendas through finding “both/and” solutions and multiple avenues for dissemination that meet the needs of various stakeholders.

HANDOUT 76: PHOTO REFLECTION SHEET

Participant code number:	Photo #:
	Date:
	Site location #:
Brief description of photo:	
Why do you want to share this photo?	
What's the real story this photo tells?	
How does this relate to your life, the lives of people in your community, or both?	

Handout 76

“The Most Significant Change” and the photovoice activities were just two of many exercises employed to facilitate the KLCC II evaluation process. For results of the evaluation to date, visit www.klccleadership.org. For a more complete treatment of evaluation – including how to engage youth and adults as partners in evaluation and how to fully develop and implement an evaluation plan – see our **Reflect and Improve** tool kit in the “Activities, Tool Kits & Reports” section of our website, www.theinnovationcenter.org.

Spreading the Word

When community-change groups come together over an issue or an idea, it's easy to see and feel their excitement and motivation. Another way to create this excitement and motivation, and create awareness about your group at the same time, is to attend conferences and community events and introduce yourself to other groups or organizations in the community. Attending such events will strengthen your group's pride in its work, enhance the sense of unity within your group, and celebrate its hard work and accomplishments.

All of the KLCC II sites spread the word about their work by sending their people to attend outside events. From these experiences, we noticed many (overwhelmingly positive) side effects. At outside events, participants met many new contacts and engaged in valuable conversations. Because of these experiences, they often returned to their sites with a boost in self-confidence, a more determined spirit, and new knowledge to share and use. Furthermore, the new contacts became part of a network that provided information about new sources of funding.

The Big Creek community from McDowell County, West Virginia, felt the positive effects of attending an outside conference even before its members arrived at the meeting. While en route to the KLCC II national gathering, the members of the Big Creek site decided to practice the presentation they were to give at the conference. The community had recently experienced severe losses – two floods, a sharp decline in population, the consolidation of the local high school – but when the group members stood up on the plane and serenaded the other passengers (including the pilot) with the song they'd written for their presentation, the solidarity of the group was nearly tangible in the airplane cabin. Despite the struggles of the community during the previous year, these group members were energized and ready to share their work with people from other KLCC II sites, and anyone who would listen.

This section of the tool kit, unlike the others, does not contain activities. Instead, it's loaded with tips to help members of your group share their goals and successes with others. As you now know, creating change is an exciting and fulfilling process. Share the joy and the experience with others.

Part 1: Sharing Stories and Introducing Your Community to Others

All of the KLCC II sites learned the importance of introducing their communities to others. Spreading the word about their communities and their projects gave group members from KLCC II pride in their communities and the work they were doing and helped clarify their messages and goals. Here are some tips to guide you and your group in thinking about what stories you have to share and how to share them.

- Think about what makes your community unique. How do you celebrate? What kind of food brings you together? What places bring you together or give your community identity?
- What is the history of your community that has motivated social change? (Consider sharing your history wall or some of the powerful stories or lessons that surfaced during this activity.)
- Where in the community do you witness community action?
- How are young people being involved in community action?
- What drives social movements for your community?
- What are you passionate about – as a group and as individuals?
- Describe victories, both large and small, and how you got there.
- Describe challenges and what you learned from them.
- Share handouts of any materials that describe your group or work that helps tell the group's story. People love to walk away with something concrete in their hands.

Sharing these and other aspects of your community and personal lives will give other communities a deep sense of who you are as individuals and as a group and what you are about. Many groups from the KLCC II communities found that sharing helped remind them about what their communities were about or what bound their group together.

Here are some tips on reaching out to other communities:

- Create opportunities to form coalitions by sending group members to other organizations' meetings.
- Create coalitions by hosting a networking event at your site. Invite all the community-based organizations in your community. Encourage people from each group to introduce themselves and network to create stronger bonds.
- Investigate outreach opportunities for your group. These opportunities can be on a local, national, or even international level. These websites are a good place to start:

www.learnandserve.org

www.nationalservicesources.org/calendar/index.php

www.changemakers.net

www.seedsofpeace.org/site/PageServer?pagename=beyondborder

Part 2: Planning a Gathering of Community-Based Organizations

Hosting a gathering of community-based organizations is a great opportunity for your group to network and spread the word about its own work. But hosting an event for different groups, or even for members of different project teams within the same group, entails some special considerations.

Each year, members from the different KLCC sites come together at a national gathering to share their successes, their learning, and their questions. The questions below arose during the planning process for this gathering. We think you'll find them useful in planning your own gathering of different community-based groups:

- How do we create a safe and gracious space that allows everyone to be who they are in the spirit of connection and respect?
- How will young people develop and lead lessons that speak to their experiences and needs?
- How will we model youth and adult partnerships throughout the gathering?
- What skills, tools, and resources do different sites want to offer to the whole community?
- What skills and resources are not available among the sites that people might want to learn about to bring back to their communities?
- How do we leave energized and better prepared to do the work at home?

Part 3: Creating a Communications Plan

In KLCC II we learned how a strong communications plan could be instrumental in achieving group goals. A well-constructed communications plan will help your organization target diverse audiences and produce clear, memorable, and effective messages – and these messages, in turn, will help you advance your aims for community change.

Langhum Mitchell Communications assisted KLCC II communities with their communications plans and strategies. The sites used these tips in planning their communications efforts. These same tips will guide your group in developing your own strategic communications plan.

- 1. Determine goal(s).** Your group will likely have multiple communication goals. These goals may include increasing awareness of your group or organization, sending messages to the community, or recruiting more people to your cause.
- 2. Identify target audiences.** Each goal should have at least one target audience; messaging may need to vary accordingly. It's important to identify the target audience or audiences and envision their point of view and current level of awareness. Knowing your audience will help your group create the right message and the right method for delivering it.
- 3. Develop key messages.** Key messages are the concepts from communications plan that you want your audience(s) to remember. These messages will be woven through all your group's communications materials and will allow its members to create greater awareness of the group's community-change work.
- 4. Determine strategies.** Choose the best strategies to reach target audiences and achieve your group's goals. Knowing your strategy will help your group decide on the tools needed.
- 5. Identify tools.** Decide what tools will be used to accomplish stated goals. These tools can range from billboards to bumper stickers. Brainstorm with your group's members about how they have been most affected by messaging. Your group can have several tools, depending on the audience(s) it wants to reach.
- 6. Determine activities.** Activities are the actual steps your group will implement.
- 7. Establish a timetable.** Once you've identified objectives, goals, audience(s), and tools, create a timeline outlining a schedule. Many of these activities can and should overlap.
- 8. Determine evaluation criteria.** Your group should evaluate each activity to determine its effectiveness. There are many ways to evaluate a communication plan's success. See the **Reflect and Improve** tool kit in the "Activities, Tool Kits & Reports" section of our website, www.theinnovationcenter.org, for ideas on different methods of evaluation.

Feedback

How did you like the tool kit? The Innovation Center needs your feedback. We'd love to know how this tool kit met your needs, what parts helped, what suggestions you have for improvement, what stories you want to share, and what help you might need. We'll consider all comments seriously and use them to make the tool kit more useful. Anyone submitting a comment will receive a small gift and special acknowledgment on our website.

Send us your comments at info@theinnovationcenter.org, or go to the Online Communities section of our website www.theinnovationcenter.org/onlinecommunities and join the Innovate discussion group to share your ideas with us and with other tool kit users.

Thank you! We hope to hear from you soon.